

AGGRESSION IN THE SPORTING: CATHARSIS AND SOCIAL SUPPORT

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ABSTRACT: *The existing research was envisioned to explore the differences of aggression and assertion with extents of sport catharsis among student athletes. Positive associations through literature have been proved as one of the amount of social support to predict the athletic catharsis in sport. The current research was planned to reimburse the inadequacies in the view of literature to compare female and male impact, and contact sport athlete through life aggression and life assertion, sport hostility aggression and sport instrumental aggression. The Bredemeier Athlete Aggression Inventory (BAAGI-S), Rathus Assertiveness Schedule (RAS), and Social Support Questionnaire (PSS-Q) were employed for data collection of female and male players of soccer, hockey, and rugby. It was revealed that a male student athlete in sport hostility and life aggression would expand as a purpose of sport catharsis level. Likewise, female student athlete life assertion was regressed to enhance the extent of sport contact. Result of the study indicated that sport catharsis, life assertion, and total life aggression did not differ between dissimilar sport catharsis and life aggression. It is apparent that the occurrence of aggression in both gender domain is not dissipating and may even be increasing as we enter a new millennium world of sport.*

Key Words: Sport Catharsis, Life Aggression, Sport Aggression, Contact Sports.

INTRODUCTION

The historic notion that sport develops positive characteristics among athlete has been the impetus for many studies in sport psychology. Sport participation has been associated with positive personality attributes such as extroversion and lower level of neuroticism, tension, fatigue and confusion [1]. In today's sports world, the viewpoint "pain than pleasure" is considered as a hall-mark of hostile sport activity. Inappropriately, the current viewpoint has frequently caused corrupt and ferocious conducts influencing depressingly as well as detrimentally on the growth and welfare of novice players as well as society overall [2]. Prior researches [3, 4, 5] have made efforts to respond either sport delivers an optimistic passage for a natural determination of aggressiveness or sport imparts and supports aggression by nature extremely competitive itself of the sport.

However, the aggressiveness is turning out to be the most one anxieties within sports [6, 7, 8, 9]. Sport and aggression are harmonized if from one place to another be a part as players, parents, coaches, or spectators – they impartially appear very close amongst one another. Players may ought to be aggressive at one point in which the team can formulate a plan to success. Nevertheless, there must be a restraint to avert aggression to be converted into violence.

The overall insight within the community is that players involving in sport are accountable for heartening aggressive performances. Many individuals believe that players need to perform aggressively to get success in sports. Various categories of sports may need a diverse degree of aggressiveness. Therefore, concept of aggressive conducts within sports is required to be more considered.

On the other hand, socialization have an affect on sports participation meanwhile, sports offer a miniature to society and life [10]. Sports facilitate erudition atmospheres as well in which competitors avail the learning breakthrough regarding competition, teamwork, game-playing and chastisement about rules and regulations of specific areas of the sport [11]. In view of, sports may have perceived by a human experience laboratory [10]. Construction of social relationships within sports impacts on progress of competitors about their social expertise. Adolescents will acquire the moral and social conducts grounded upon social relationships within this structure mostly through family

associates and friends [12, 13]. The notion of socialization amongst competitors has formed a novel custom recognized as "positive deviance [14]. Ethics for instance, forfeiting for the sport team and go through to perform/play in spite of "pain" are related to *esprit de corps* in competitions. Laterally, this tradition will generate an environment in which the competitors engage in aggressive conducts. Therefore, the determination of the existing research was to examine the association of the mechanism of social support and input factors with catharsis predictors amongst Malaysian student athletes.

Social Learning Theory, sport aggression is a result of the learning process that takes place during sport participation and sport spectatorship [15]. In terms of playing sports, reward of praise and support from coaches, parents and teammates would seem to be invaluable to a developing child. If these supports are conditional on aggressive behavior such as dominating opponents and winning at all costs, there is a great potential for an athlete to learn aggressive responses. Researchers on sport aggression have also linked the effect of moral reasoning on the occurrences of aggression. Morality is understood to be cognitive reasoning that occurs as an intermediary between certain stimuli and resulting behavior. With the conviction that behavior has a cognitive element, moral reasoning would be a consistent predictor of sport aggressive thoughts and behaviors. The popular maxim that sport builds character assumes that lessons learned on the playing field are valuable to moral development of the participant.

Researchers compared women and men's moral reasoning between athlete and non-athlete in high school and college, where there is no significant difference in either sport or life moral reasoning across athletic status [16]. The longer the sport participation, the greater the chance that sport socialization process could influence overall morality. The aim of existing research was to examine the association between social support and catharsis among student athletes of National Sport Project School (NSPS).

METHODOLOGY

The research was carried out using the *ex-post facto* study design. *Ex-post facto* design permits investigators to look into the “causal” relationship of predicting factors with the outcome variable [17]. Grounded on the existing design, the investigators made an effort to determine the degree to which aggression and social support turn into catharsis predictors among the competitors (students) belonging to schools of national sport.

Participants

The sample size was grounded on 289 respondents being competitors (students) of physical contact games/sports specifically having hockey, football, and rugby background belonging to national sport project schools (NSPS).

Tools of Data Collection

Data were congregated from participants employing adopted survey questionnaires as a research instrument. The items of Bredemeier Athlete Aggression Inventory (BAAGI-S), Rathus Assertiveness Schedule (RAS), and Social Support Questionnaire (PSS-Q) were distributed at 4-point Likert scale to female and male players of hockey, soccer, and rugby to gather the information about the problem. It was hypothesized that male athletes (students) in sport hostility and life aggression would upsurge as the purpose of sport catharsis level. The pilot-test was conducted to measure the validity and reliability of the instrument through Cronbach Alpha(α). However, the results revealed high validity and reliability ($\alpha=0.75$) on the instrument.

Statistical Analysis

Mean and standard deviation (SD) were utilized under descriptive statistics in response to demographic information while, inferential analysis, such as t-test, ANOVA, Pearson correlation analysis, and linear regression analysis, and Tukey post-hoc test were employed as diverse statistical techniques to test the null hypotheses. Statistical Package of Social Sciences (SPSS) version-21 was employed as software for data analysis and significance level was measured at $p < 0.05$.

RESULTS AND DISCUSSIONS

Social support primarily derived from family supported by

coaches as shown in Table 1. Social support has a tendency to higher degree in male participants than females. The t-test result revealed that a significant difference was found between male and female participants concerning their insights grounded on family and coaches as social support. A significant comparison is demonstrated in Table 2 between the types of catharsis within the participants.

The findings reveal that social support towards family and coaches can decrease the degree of stress amongst competitors (students). Social support is too much associated to athletes' self-esteem. Gender variable is originated to affect the degrees of catharsis and aggressive. The results also reveal that social support by the family and coaches is significant in prominent aggressive conducts (hostile) in football sport. Nevertheless, in hockey and rugby sports, social support performs as a representative that decreases aggressive conducts among participants. Hence, on the whole, social support from family and coaches has a reviving influence on athletes (students) conducts. The results also revealed that the social support overall might decrease athletes' aggressive conducts in sports settings.

Though, the findings reveal that social support through family for male football sport has a tendency to enhance the catharsis that creates the destructive and hostile conducts. On the other hand, the social support significantly reduced the destructive and hostile catharsis conducts with the male hockey sport. The support through coaches was significant to decrease instrumental aggressive conducts. Grounded on the regression analysis, gender was found the central predictor for aggressive and assertive conducts. The foremost implication of the existing research is that social support from family and coaches influence the teenagers' behavior in sports setting. In addition, a constant relationship encouraged between social support and input factors that might impact on the teenagers' psychological progress and social aptitude. ANOVA test (Table 2) found that aggressive behavior has a significant difference, $F(2,273) = 5.59, p = 0.004$ based on different types of sports. While, assertive behavior showed non-significant difference, $F(2,273) = 0.39, p > 0.05$ among athletes in sports. Life aggressiveness will increase due to the contact nature of sports participation.

Table 1. Comparison between social support factors for athlete in National Sport Project School (NSPS)

Social Support	p-value	Findings
a. Family	.000*(2.60)	male
b. Coaches	.000*(2.42)	male
c. Age	.000*	17-18

$P = <.05^* n = 289$

Table 2. Difference between aggressive and assertive behaviors among athletes in sports

		Sum of Squares	Df	Mean Square	F	Sig.
Assertive behavior	Between Groups	.521	2	.261	.934	.394
	Within Groups	76.170	273	.279		
	Total	76.691	275			
Aggressive behavior	Between Groups	1.027	2	.514	5.593	.004
	Within Groups	25.077	273	.092		
	Total	26.105	275			

Table 3(a). Impact of sports on aggressive behavior

Model	R	R Square	Adjusted R Square	Df	ANOVA F	Sig.
1	.135 ^a	.018	.015	1,274	5.065	.025 ^a

a. Predictors: (Constant), sports
 b. Dependent Variable: aggressive behavior

Table 3(b). Impact of sports on aggressive behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.632	.049		53.428	.000
	Sports	-.062	.027	-.135	-2.251	.025

a. Dependent Variable: aggressive behavior

Table 4. Mean, Standard Deviation, and Standard Error behavior of athletes in body contact sports

		n	Mean	Std. Deviation	Std. Error
Assertive behaviors	Soccer	123	3.65	0.56	0.05
	Hockey	121	3.73	0.49	0.04
	Rugby	32	3.63	0.53	0.09
	Total	276	3.68	0.53	0.03
Aggressive behavior	Soccer	123	2.59	0.35	0.03
	Hockey	121	2.46	0.26	0.02
	Rugby	32	2.53	0.28	0.05
	Total	276	2.53	0.31	0.02

Table 5. Predictor factors for the degree of aggressiveness and assertiveness based on Social Support in National Sports Project School (NSPS)

Degree of Aggression	Contribution Factor (R^2)			p	R^2
	Variable	Factor			
Aggression	Female	Coach Support		.000*	6.8%
Assertiveness	Male	Peers Support/ Family Support		.001*	8.4%

All factors significant at the p -value < 0.05 , β = coefficient R^2 , $n = 289$

Table 6. Comparison Tukey post hoc couple test for aggressive and assertive behavior by type of body contact sports

Behavior	Group comparison	Mean different	Standard errors	Sig.
Aggressive behavior	soccer vs hockey	.12974*	.03881	.003
	soccer vs rugby	.05922	.06014	.587
	rugby vs hockey	.07053	.06025	.472
Assertive behavior	soccer vs hockey	-.08474	.06763	.423
	soccer vs rugby	.01219	.10482	.993
	Rugby vs hockey	-.09693	.10500	.626

* mean difference is significant at the 0.05 level.

Results of linear regression analysis showed in Table 3(a) indicated that the type of physical contact sports could significantly predicted life aggression among athletes $F(1,274) = 5.07$ and $p = 0.03$.

Equations that predict the aggressiveness of physical contact sports is as such $\beta = -.135$, $t = -2.25$, and $p = 0.03$ as displayed in Table 3(b). The findings revealed that physical contact sports contributed to aggressiveness -13.5% of the variance. The results showed that this type of sports has a significant effect on the life aggressiveness of athletes. The study found

that when athletes are involved in physical contact sports, there will be a significant impact on their aggressiveness.

There is a significant difference ($p < 0.05$) of aggressive behaviors between soccer and hockey. Aggressive behavior of athletes who play this sport recorded higher mean scores ($M = 2.59$, $SD = .35$) than hockey ($M = 2.46$, $SD = .26$) and rugby ($M = 2.53$, $SD = .28$) as displayed in Table 4. While, for assertive behavior among athletes it is found that there is no significant difference in the level of $p < 0.05$ according to the type of body contact sports between all pairs and physical

contact sports accounted for 8% of the range described in the aggressiveness of athletes as shown in Table 5.

The regression model analysis (Table 5) is to look at the factors that contribute to the expression of aggression in the form of catharsis for aggression and assertive action.

Follow-up analysis was conducted to identify groups of samples which really show significant differences in aggressive behavior according to the type of physical contact sports. Post hoc Tukey test results of paired comparison behavior of athletes and body contact sports is shown in Table 6.

CONCLUSION

The findings demonstrate the predictive factors of social support from resource friends which is significantly decreased in behavior shaped the aggression and increased assertiveness behavior. The earlier literature clarifies that when an athlete is in a sports team, it enables him/ her to form a strong bond of friendship through informal interaction to form social groups [18].

Social support factors from a friend who proposed to reduce aggressive behavior is in line with the Social Learning Theory [15]. This theory proposes cognitive ability to interpret events either positively or negatively based on the events that will be associated with the level of emotional understanding. In the context of sports, when an athlete receives a provocation from opponents or unintentional incidents, it will not be a cause for the aggressive acting behaviors when the athlete takes part in sport.

Finally, support from family is considered the utmost and central portion within athletes' lives. On the base of social experience, youth athletes generally expect excessively from their families. Insufficient support towards parents may upsurge the average for depression in youths who enter into a state of independent living. This happens because usually teenagers become disorganized once they expect to accomplish a lot of support and encouraging enrichment from their belongings, but it does not happen as they expect [19].

Considering sports in psycho-social setting, social support might influence on competitors. Each support will make available the emotive response that might stimulate the conducts of the competitors. Though the supportive factors have been socialized ethically, however, athletes are assumed to perform an energetic part to form and express their ethical values and behavior. In general, the impact of social support might stimulate the conducts of athletes (students) and determinate them to overcome and diminish aggressive conducts in particularly sports setting. People cannot spend a satisfying life in segregation and can spend further active and energetic lives with the relationship of others. It is cleared that people must some way absorb how to spend their lives collectively. The construction of social relationships in planned sports can provide athletes an experience in numerous characters and group collaboration, and divide them in growing social features that assimilate them into prevailing superior social structures. The influence of significant ones, for instance parents, friends, and coaches on young competitors' aggression is somehow thoughtful.

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