

Physical, Verbal, Anger and Hostility Aggressiveness in University's Physical Education Students

Dr. Mohammad Ahsan

(Senior Lecturer)

Department of Sports and Physical Education,
School of Education, College of Humanities & Education
Fiji National University (FIJI)

Abstract: *The goal of this research was to find out how university's physical education students are aggressive in various aggressive parameters. Fifty physical education students were randomly selected from Fiji National University (FNU), FIJI. All the physical education students voluntarily participated in this study. The participants' age ranged from 26, ± 5 years. The Buss Perry Aggressiveness Questionnaire was used for the data collection. It involves physical aggression, verbal aggression, anger and hostility. The questionnaire is a self-report scale consisting of 29 items answered on a 5-point Likert type scale. For the statistical analysis IBM SPSS Statistics 22 software was used to calculate Analysis of Variance (ANOVA) with Least Significant Difference (LSD) post hoc test to determine the means significant difference between different aggressive behaviour. The result of the data indicates that females are more aggressive than males physical education students. During multiple comparisons between different aggressive behaviour result revealed that there is a significant difference between physical and verbal, verbal and hostility and anger & hostility aggression of both genders at the 0.05 level of significant. The variables that predict the physical education students' aggressiveness have different analytical values. Therefore, this study might be helpful to adopt preventive measure while dealing in a classroom with both genders.*

Keywords: *Physical, Verbal, Anger, Hostility, Aggression and Gender.*

1. INTRODUCTION

Aggression is a serious phenomenon of insensitive behaviour by which students have a direct intention to cause harm to others and has the most vigorous effects for both. According to Colman (2003) "aggression is behaviour with a sole purpose or function to injure physically or psychologically". Myers (2005) defines aggression as "physical or verbal behaviour intended to hurt someone". There are various types of aggression, depending on the purpose and immediate circumstances that stimulates the aggressive response.

The aggressive behaviour may be physical, verbal, anger or hostility; and can be characterized as either positive or negative. As the name suggests physical, it describes physical harm, it expressed by raising a tightened fist, breaking a pen's tip, throwing a book or hitting on a wall. Verbal aggression is described as insults or warning of such action. The verbal aggressions include shouting, arguing, cursing and sarcasm. Anger aggression is described as a feeling of being threatened or mistreated. Anger occurs in many forms such as losing a match, feeling of not being selected, feeling of jealous, guilt and embarrassment. Hostile aggression refers to actions that are motivated by anger and the main aim is to cause harm or injury to opponents. Student's action also speaks whether they are aggressive or not. A student was considered being aggressive or nonaggressive with regards to his action which was either defensive or offensive (Brown and Tedeschi, 1976).

Bekiari (2012) found that more verbal aggressiveness was used by teachers of physical education, and students who perceived their instructors as verbally aggressive. It reported greater learning loss in physical education classes. Instructor's verbal aggression was characterized as "misbehavior" and was reportedly perceived as distracting, irritating and even inherently hostile by the students. As a result, students reported lower interest for the instructor and the course. Physical and verbal aggression is most common aggression in schools it may be due to the bullying habits amongst students.

Aggressiveness is quite a complex structure and it can be seen to have many variables and factors. The importance of this research is to find out what factors influence the aggressive behaviour of

physical education students. In general, much research has suggested that males use more physical aggression than females, while females use more verbal aggression. By finding the factors of various aggressive behaviours for both genders we will be able to manage the students' aggressive behaviour in physical education classes.

2. METHODOLOGY

For this study fifty Physical Education students were randomly selected from Lautoka Campus, Fiji National University, FIJI. All the students voluntarily agreed to participate in this study. The participants' age ranged from 26, ±5 years. The Buss-Perry Aggression Questionnaire (BPAQ) was used for data collection which is a self-report scale consisting of 29 items measure consisting of four subscales: Physical aggression (9 items), Verbal aggression (5 items), Anger (7 items) and Hostility (8 items). The questionnaire answered on a 7-point Liker scale with items answered on a seven point scale from extremely uncharacteristic of me to extremely characteristic of me. The Buss-Perry Aggression Questionnaire (BPAQ) is an explanatory factor analysis technique that is used to reveal physical, verbal, anger and hostility behaviour of students in physical education classes. Prior to the administration of the test all the instructions were imparted to all students that they had to follow while marking their responses. Participants completed questionnaires in a classroom environment. Participants took 7-10 minute to answers all the questions. Questionnaires were collected for analysis of the data to obtain the results. For the statistical analysis IBM SPSS software was used to calculate Analysis of Variance (ANOVA) with Least Significant Difference (LSD) post hoc test to determine the means significant difference between different aggressive behaviour of university physical education students. The level of significance was set at 0.05 levels.

3. RESULTS

The data was computed and tabulated in the following manner

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Male	Between Groups	888.900	3	296.300	3.949	.011
	Within Groups	5702.900	76	75.038		
	Total	6591.800	79			
Female	Between Groups	2772.025	3	924.008	10.531	.000
	Within Groups	10177.967	116	87.741		
	Total	12949.992	119			

Result of ANOVA (Table-1) reveals that the calculated value of F = 3.949 and 10.53 for male and female PE university students respectively, the F value showed significant difference existed between both genders. Thus, Least Significant Difference (LSD) has been calculated to determine the existence of significant mean difference between different aggressive behaviour of both genders.

Multiple Comparisons

Dependent Variable	(I) Aggression	(J) Aggression	Mean Difference (I-J)	Sig.
Male	Physical	Verbal	7.05000*	.012
		Anger	6.90000*	.014
		Hostility	.65000	.813
	Verbal	Physical	-7.05000*	.012
		Anger	-.15000	.956
		Hostility	-6.40000*	.022
	Anger	Physical	-6.90000*	.014
		Verbal	.15000	.956
		Hostility	-6.25000*	.025
	Hostility	Physical	-.65000	.813
		Verbal	6.40000*	.022
		Anger	6.25000*	.025

*Level of Significant is 0.05

The comparison of Least Significant Difference (LSD) for mean of various aggressive behaviour of male university PE students have been computed and presented in table-2. The table reveals that Physical aggression is significant with verbal and anger aggression, Verbal is significant with physical as well as hostility, Anger is significant with physical and hostility whereas hostility is significant with verbal and anger aggression at 0.05 level of significant.

Multiple Comparisons

Dependent Variable	(I) Aggression	(J) Aggression	Mean Difference (I-J)	Sig.
Female	Physical	Verbal	8.03333*	.001
		Anger	5.83333*	.017
		Hostility	-4.16667	.088
	Verbal	Physical	-8.03333*	.001
		Anger	-2.20000	.365
		Hostility	-12.20000*	.000
	Anger	Physical	-5.83333*	.017
		Verbal	2.20000	.365
		Hostility	-10.00000*	.000
	Hostility	Physical	4.16667	.088
		Verbal	12.20000*	.000
		Anger	10.00000*	.000

*Level of Significant is 0.05

The comparison of Least Significant Difference (LSD) for mean of various aggressive behaviour of female university PE students have been computed and presented in table-3. The table reveals that Physical aggression is significant with verbal and anger aggression, Verbal is significant with physical as well as hostility, Anger is significant with physical and hostility whereas hostility is significant with verbal and anger aggression at 0.05 level of significant.

Aggressive Behaviour of Gender

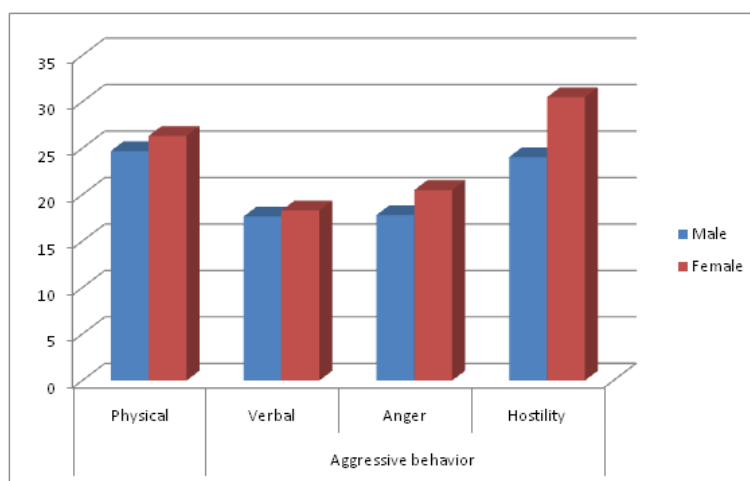


Fig1. Showed that female students are more aggressive than the male student

4. DISCUSSION

The results of the findings indicate that the Physical aggression is significant with verbal and anger aggression, Verbal is significant with physical as well as hostility, Anger is significant with physical and hostility whereas hostility is significant with verbal and anger aggression at 0.05 level of significant for both genders university PE students. Females are more aggressive than male PE students. This finding also supports the findings of Halder (2007) in which a survey found women to be more aggressive and research has said that behaviors such as anger, hostility and aggression may be genetic, rooted in variations in a serotonin receptor gene. Therefore, reasoning out that females are more concerned about their physical appearance as well as very health conscious and they easily get triggered by the advertisements and the models that are shown, which makes them more aggressive towards other individuals. A study (Popp, 2003) showed that 50 – 60 percent children have verbal aggression whereas only 2 percent children have physical aggression. The culture and ethnic differences may influence on the aggressive behaviour of female students (Landau et al. 2002). Simonelli et al. (2002) have found that, 33 percent female have physical aggression while the male committed only 10 percent aggression as studied on gender aggressive behaviour. Gender basis aggression might be effective due to various approaches as biological, social, race, home environment, attitude, etc. In present time there are different approaches that pointing out that numbers of factors exist due to various cause of expressing different aggressive behaviour.

5. CONCLUSION

Overall, the result of the data, which is discussed above indicates that females are more aggressive than male university PE students. As a result, the variables that predict the female physical education students are more aggressive than their counterparts. Therefore, there is a need to identify the commonalities of effective intervention for both genders which will be beneficial to take these values into account for the preventive measures and supporting services that can be carried out in the studies of psychological counselling and guidance.

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AUTHOR'S BIOGRAPHY



The researcher presently working in Fiji National University FIJI as a senior lecturer in the department of physical education. He have a good research experience with more than twenty research paper are published in international and national double blind and peer reviewed research journals. He had attended various seminar, webinar, conference, and workshop. He supervised and advised many Master's thesis in the area of Physical Education and Sport Science. He have been the committee member, internal or external examiner for many thesis and dissertations.