



## Original Article

# An Examination of Aggression and Achievement Motivation in Male and Female College-Level Kho-Kho Athletes: A Comparative Study

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Abstract	Manuscript Information
<p>Psychology is the scientific inquiry into behavior and cognitive processes. Put simply, psychologists endeavor to systematically comprehend our thoughts and actions. They delve into observable behavior, cognitive processes, physiological occurrences, societal and cultural influences, and the often-veiled facets of the subconscious mind. The objective of this specific study was to juxtapose the levels of aggression and achievement motivation among college-level kho-kho players hailing from diverse institutions within District Morena, Madhya Pradesh. The researcher opted for a random selection process, recruiting 150 male and female kho-kho athletes (75 individuals each) aged between 17 and 23. A significance level of 0.05 was predetermined. To evaluate aggression and achievement motivation, the researcher employed a questionnaire devised by Smith and Kamlesh. The gathered data underwent statistical scrutiny utilizing measures such as mean, standard deviation, and the 't' test. The study findings significant differences in aggression and achievement motivation between male and female college-level kho-kho players in District Morena, Madhya Pradesh. These findings underscore the importance of considering gender-specific psychological factors in athlete development programs within the sport.</p>	<ul style="list-style-type: none"> <li>▪ <b>ISSN No:</b> 2583-7397</li> <li>▪ <b>Received:</b> 06-02-2023</li> <li>▪ <b>Accepted:</b> 04-03-2023</li> <li>▪ <b>Published:</b> 09-03-2024</li> <li>▪ <b>IJCRM:</b> 3(2);2024:20-24</li> <li>▪ <b>©2024, All Rights Reserved</b></li> <li>▪ <b>Plagiarism Checked:</b> Yes</li> <li>▪ <b>Peer Review Process:</b> Yes</li> </ul>
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**Keyword:** Aggression, Achievement Motivation and Kho-Kho

## 1. Introduction

In domains where human interaction prevails, behavior inevitably arises, shaped by underlying psychological processes, whether on an individual or societal scale. Understanding the interplay between motivation and behavior holds paramount importance across diverse achievement-oriented contexts, ranging from controlled laboratory environments to dynamic classrooms and competitive sports arenas. A shared aspiration within both social psychology and sports psychology is the

optimization of motivation, striving for equitable opportunities for individuals to realize their athletic potential (Phairembam, 2013). Motivation serves as a central focus in sports psychology research, delving into facets such as participation and discontinuation motives, intrinsic and extrinsic orientations, and pursuit of achievement goals. Sport, evolving from rudimentary forms of play, has evolved into a sophisticated and highly organized endeavor deeply ingrained in societal customs and traditions. The intricate behavioral dynamics inherent in sports

can undergo significant transformations under the pressures of intense competition (Mehta et al., 2019). As patterns and customs shape civilizations, sport stands as a testament to the profound modifications humans have made to their environment, embodying complex behavioral patterns crucial for the preservation, growth, and development of individuals. Aggression has been defined in various ways by different researchers. Dollard et al. (1939) describe it as any deliberate sequence of actions aimed at causing harm, while Berkowitz (1981) characterizes it as behavior directed towards injuring a target. Bandura (1973) adds complexity to the definition, suggesting that aggression involves both injurious intent and social evaluations. Cultural differences in aggression have been highlighted in studies such as those conducted by Andreu et al. (1998) and Bowdle et al. (1996), with factors like gender playing a significant role, as noted by Coie and Dodge (1997), who found that males tend to display higher levels of aggression compared to females. Achievement motivation denotes the inclination towards excellence and significant accomplishments, irrespective of the rewards that may follow. This concept, rooted in social psychology, pertains to individuals who are energized or driven by successes or achievements. In a professional setting, achievement motivation propels some individuals to strive for success while harboring a fear of failure. Atkinson and his associates proposed a dualistic framework for achievement motivation, highlighting two distinct needs. The first is the motivation to achieve, driven by the desire to attain successful outcomes, while the second revolves around the avoidance of failure. Individuals may exhibit reluctance to undertake tasks or pursue goals due to a fear of failure. The motive to avoid failure encompasses concerns about the consequences of failure, self-criticism, distraction, and heightened physiological responses such as an accelerated heart rate or nervousness, all of which can impair performance, Hsieh (2011).

## 2. Objectives of the Study

- The study aims to evaluate psychological factors such as aggression and achievement motivation in male and female college-level kho-kho players.
- The objective is to contrast the levels of aggression and achievement motivation between male and female college-level kho-kho players.

## Hypothesis

It is hypothesized that there would be a significant difference in aggression and achievement motivation among college level male and female kho-kho players of District Morena.

## Delimitations

- This study focused solely on two psychological variables, namely aggression and achievement motivation, among college-level kho-kho players.
- The subjects for this study were specifically chosen from college-level kho-kho players.
- The study was restricted to a sample size of 150 subjects.

- The study was delimited to District Morena in Madhya Pradesh.

## 3. Methodology

The primary objective of the study was to examine potential disparities in psychological traits between male and female college-level kho-kho players. The meticulous management of experimental details significantly affects the research's effectiveness. Research methodology encompasses the structured processes by which the researcher progresses from the initial identification of the problem to the conclusion. This chapter outlines the methodologies employed in subject selection, tool selection (utilizing questionnaires), and the statistical analysis method chosen for data treatment.

### Selection of Subjects

The study aimed to analyze and contrast specific psychological factors, such as aggression and achievement motivation, among male and female college-level kho-kho players from District Morena, Madhya Pradesh, India. To fulfill this objective, 150 subjects were randomly selected, with 75 participants in each group. The age range of the subjects spanned from 17 to 23 years.

### Selection of Tools

Questionnaire was used as a tool to collect data on psychological variables for this investigation.

1. Aggression was assessed by using the scale developed by Smith.
2. Achievement motivation was measured by using the questionnaire developed by M. L. Kamlesh.

The above questionnaires used in the study are standard tools.

### Validity of the Questionnaires

Many researchers have conducted survey research using these questionnaires for research. The questionnaires used by them were aggression and sports achievement motivation test. There can be no better evidence to prove the validity of the questionnaire than this.

### Procedure of Scoring

#### Aggression

**Tools Used:** Smith's Aggression questionnaire was used.

#### Procedure

Smith's Aggression questionnaire consisting of four statements with five level of response scale was administered among Interuniversity players of different states. The respondents were instructed to register their answers by encircling the numbers suited to their attitude. The questionnaire scored with the help of the scoring key given below. The range of scores is from 4 to 20. The higher the score the more aggressive the player is.

#### Response Score

Strongly disagree 1  
Disagree 2  
Undecided 3

Agree 4  
Strongly agree 5

**Sports Achievement Motivation**

**Tools Used:** Sports Achievement Motivation questionnaire prepared and standardized by Dr.M.L.Kamlesh was used.

**Procedure**

In the Sports Achievement Motivation Test questionnaire, there are twenty test items. Among them, for questions 1, 3, 4, 9, 10, 11, 12, 13, 15, 16, 17 and 20, the expected answer is ‘a’. For the questions 7, 14, 18 and 19, the expected answer ‘b’ for correct statement two marks and for incorrect statement, zero marks are awarded.

**Administration of Questionnaire**

The investigator distributed questionnaires to one hundred and fifty subjects during their rest periods before matches. The study's purpose was clearly communicated to the participants, who were provided with explanations regarding the questionnaire's utility, the meaning of each question, and instructions on how to complete it. Special attention was given to ensure that the subjects, who were instructed to complete the questionnaires individually, answered all questions comprehensively. Participants were assured that their responses would remain confidential and would not affect their performance, encouraging them to provide honest answers without fear or reservation.

Upon collection, the filled questionnaires were checked to ensure all items were responded to, and scores were tabulated using a scoring key. Prior to participant selection, the reliability and validity of the tests were established. Consent was obtained from the 150 selected subjects from various colleges, and printed copies of the questionnaire and instructions were provided to them. Physical directors or coaches, volunteering to assist the investigator, distributed and collected the questionnaire forms as per their convenience, ensuring no verbal interaction occurred with the subjects, and the nature of the study remained undisclosed. The managers or coaches of the teams facilitated the distribution and collection of the questionnaires, following instructions not to provide any clarifications to the subjects or disclose the study's nature. Participants were reassured of the confidentiality of their responses, fostering an environment conducive to providing honest feedback. Finally, completed questionnaires were collected within the stipulated period.

**Statistical Procedure**

Following the data collection phase, the gathered data underwent scoring and subsequent statistical analysis. Descriptive statistics such as mean and standard deviation were computed to provide insights into the data's characteristics. Furthermore, comparative statistics, specifically the 't' test, were utilized to assess and contrast levels of aggression and achievement motivation among college-level male and female kho-kho players from different colleges of District Morena, Madhya Pradesh. A significance level of 0.05 was established for the statistical analyses.

**4. Analysis and Interpretation of Data**

**Aggression**

**Table 1:** Comparison of “Aggression” among college level male and female kho-kho players of District Morena

GROUPS	N	Mean	SD	t-value
Male	75	11.25	3.48	2.26*
Female	75	9.44	6.02	

\*df = (148) =1.980

Level of Significance=0.05

The provided table indicates that the calculated t-value of 2.26 exceeds the tabulated t-value of 1.98, establishing significance at the 0.05 level. The data distinctly demonstrates a higher level of aggression among college-level male kho-kho players compared to their female counterparts. Consequently, the findings confirm that male player’s exhibit elevated aggression levels in comparison to female players in District Morena.

**Achievement Motivation**

**Table 2:** Comparison of “Achievement motivation” among college level male and female kho-kho players of District Morena

GROUPS	N	Mean	SD	t-value
Male	75	28.906	4.136	3.96*
Female	75	25.893	5.071	

\*df = (148) =1.980

Level of Significance=0.05

The provided table indicates that the calculated t-value of 3.96 exceeds the tabulated t-value of 1.98, establishing significance at the 0.05 level. The data distinctly demonstrates a higher level of achievement motivation among college-level male kho-kho players compared to their female counterparts. Consequently, the findings confirm that male player’s exhibit elevated achievement motivation levels in comparison to female players in District Morena.

**5. Discussion on Findings**

The result of the study shows that there was a significant difference exists among college level male and female kho-kho players of District Morena MP on aggression and achievement motivation. In aggression and achievement motivation college level male kho-kho players of District Morena have higher level of aggression and achievement motivation as compared to female players. The findings indicating significant differences in aggression and achievement motivation between male and female players suggest that gender may play a role in shaping these psychological aspects within the context of kho-kho. Further research could delve deeper into understanding the underlying factors contributing to these differences and their implications for coaching, player development, and overall well-being within the sport. The study's results align with previous research conducted by Patil et al., (2017) conducted a study on intercollegiate Men's Kho-Kho players, revealing notable differences in achievement motivation and aggression among Chasers, Dodgers, and All-rounders. The research indicated that Dodgers exhibited higher levels of achievement motivation

compared to both Chasers and All-rounders. Conversely, Chasers demonstrated the highest levels of aggression among the three player roles. These findings underscored the importance of considering individual player traits to grasp the complexities of performance dynamics in Kho-Kho. Similarly, In 2019, Mozie and Vinu conducted a study that compared aggression levels among male and female kabaddi and kho-kho players from Annamalai University. They utilized Smith's aggression test questionnaire and conducted factorial ANOVA analysis. The study revealed significant differences in aggression between genders and sports. Specifically, male kabaddi players exhibited higher levels of aggression. These findings emphasized the necessity of implementing gender-specific psychological support strategies for athletes. Additionally, Venkateswarlu & Kumar (2018) investigated the impact of aggression on the sports performance of B.P.Ed and M.P.Ed students in Acharya Nagarjuna University-affiliated colleges. Although no significant gender difference was identified, noticeable distinctions were noted between rural and urban students, as well as high and low performers. These results underscored the necessity of addressing aggression in sports training to enhance performance. Similarly, Shrivastava & Ankit (2023) conducted a study that compared aggression levels between 73 male and female boxers from Tamil Nadu. They utilized a questionnaire by Buss and Perry (1992) for data collection. The study revealed that female boxers exhibited slightly higher levels of verbal aggression and anger, while male boxers displayed stronger overall hostility. These findings underscored the disparities in aggression between male and female boxers across different dimensions. Additionally, Taily & Bhat (2023) delved into the comparison of aggression levels between team sports and individual sports. With 140 randomly selected students as subjects, they employed a questionnaire by Smith to collect psychological data. Utilizing a t-test, they discovered a significant difference in aggression between the two types of sports. The study concluded that college-level team sports players exhibited higher aggression levels compared to players of individual sports. In Yallapa's study conducted in 2020, it was found that higher socioeconomic status (SES), achievement motivation, and self-confidence were associated with improved Kho-Kho performance among inter-collegiate players. Female players demonstrated superiority in scoring, and positive correlations were noted between these psychological factors and performance. In Velvizhi's study conducted in 2016, the aim was to compare sports achievement motivation between beginner and experienced Kho Kho players. Thirty players were selected from Sri Sarada College of Education, Salem, Tamil Nadu, with 15 classified as beginners and 15 as experienced players. The study utilized a standardized psychological tool by Kamalesh, M.L., and found, through an independent t-test, that experienced players exhibited higher sports achievement motivation compared to beginners.

## 6. Discussion on Hypothesis

In the hypothesis, it was stated that there would be a significant difference among college level male and female kho-kho players

of District Morena MP on aggression and achievement motivation. The results of the study showed significant difference. Hence, the researcher's hypothesis was accepted at 0.05 level of confidence.

## 7. Conclusion

Based on the interpretation, a researcher concludes that in aggression, it is found that college level male kho-kho players were found better than the college level female kho-kho players of District Morena in Madhya Pradesh.

In Achievement motivation, also found that college level male kho-kho players were found better than the college level female kho-kho players of District Morena in Madhya Pradesh.

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