

**AGGRESSION IN SPORTS AND ITS COMPARATIVE ANALYSIS ON EXPRESSION
AMONG HANDBALL PLAYERS IN THE UNIVERSITY OF BENIN**

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**AGGRESSION IN SPORTS AND A COMPARATIVE ANALYSIS OF ITS EXPRESSION
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CERTIFICATION

We the undersigned certify and approve that this research work was carried out by **Rhona Desmond UGBOTU**, with matriculation number **EDU1904491** in the Department of Human Kinetics and Sports Science, Faculty of Education, University of Benin, Benin City, Nigeria



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DEDICATION

This project work is dedicated to God Almighty for his divine mercy and grace and guidance that saw me throughout my stay and study in the University of Benin.

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ABSTRACT

The purpose of this research was to ascertain the comparative analysis of University of Benin aggression in sports and the expression among handball players.

Descriptive survey research design was adopted to accomplish the objectives of the study.

The population of the study consisted of 120 handball players from the University of Benin.

Sample size of the study was made up of 72 handball players. The instrument for data collection was the questionnaire developed by the researcher and was validated by the researcher's supervisor and two other experts from the Department of Human Kinetics and Sports Science.

The data collected were analysed statistically using the statistical package of social sciences (SPSS) software, of frequency counts and percentages.

The study revealed that there is positive as well as negative effects of the expression of aggression in sports. It was also discovered that there are ways to manage aggression for better performance. Finally, athletes should take parts in programs aimed at helping them reduce behavioural tendencies towards aggression.

CHAPTER ONE

BACKGROUND TO THE STUDY

It is maybe the most effortless to start by saying what aggression is not. Aggression is not competitiveness, nor is it anger. Competitiveness is a state of mind; anger is an emotion. While anger and competitiveness may both contribute to aggression, aggression itself is a behavior of any kind that is carried out with the intention of hurting another individual.

As a society, people appear to have certain ambivalence about aggression in sport. On one hand, as Russell (1993) pointed out, sport is perhaps the only peacetime setting in which individuals do not only tolerate, but actively encourage and enjoy aggressive behaviour. On the other hand, there is public outrage regarding football hooliganism and in recent years there have been a string of examples of athletes pursuing court cases against others who intentionally harm them. One reason for this apparent ambivalence is that we tend to see aggression very differently in different situations. With this research, the researcher aims to look at aggression from sports view.

Widmeyer and Birch (1984) have distinguished that the sports arena is not free from aggressive behaviour, aggression has long been a tenant of the sporting environment. Also, athletes who have been playing sports since they were young have probably had it imbedded into their minds that to be successful in their sport, they need to incorporate aggression into their personality. In addition, most coaches tell their players that in order to achieve what they desire, they must compel themselves to do it with all their ability.

In order to understand what aggression means in sports, people must be able to clearly differentiate between the two types of aggressive behaviours based on the type of reinforcements in accordance with the player. For instance, if a sporting behaviour is designed to harm a specific

target and the reinforcement stems solely from harming the victim or seeing the victim injured then that behaviour is hostile aggression. While on the other hand, if the reinforcement for a harm intending behaviour is a competitive advantage rather than pure malicious intent, then the behaviour is instrumental aggression. Therefore, in sports, aggression has its positive and also its negative effects. One of the aims of the study was to show the positive effects of aggressive behaviour in sports.

Even though aggression is seen in all kind of sports, the behaviour is mostly expressed in contact sports such as handball, basketball, hockey, karate and taekwondo, to mention a few. But in this study, focus shall be on the expression of aggression in the game of handball.

Handball is a team sport where there is direct contact with the opponent. As a team sport, it features a complex structure which determines the outcome of the game. Most of the actions performed during the game are characterised by high intensity and an intricate structure of the movement.

Handball due to its complexity may be examined in its multiple aspects, such as the following: offensive and defensive play which includes technical-tactical actions, individual actions of the players, the efficiency with which they perform particular elements, the characteristics of the game, physiological, motor and mental factors, and athletes' physical make-up. Handball is played by two teams. Each team has seven players and is allowed five substitutes. Each team tries to win by outscoring the other by throwing the ball into the opponent's goal and at the same time, preventing the other team by any legal mean from securing the ball or scoring. The game of handball is played by both male and female, and they play differently. This implies that the female team in handball is different from the male team in handball.

In Nigeria, the game of Handball is played across the thirty-six states and each state has its own team of male and female handball players. In order to compete, handball teams give trials to aspiring players to give their best to join the different teams and most of the time, the most aggressive players make the team. In general, male handball players are more aggressive than female handball players. This research is aimed at investigating how aggression is expressed differently by both male and female handball players.

Furthermore, this study focuses on aggression in sports and the comparative analysis of its manifestation among skilled handball players that participated in the Handball League.

Statement of the Problem

With the recurring situation of violence in sports, coaches especially in handball are starting to pay attention to effective measures that can help players channel their aggressive behaviours positively.

There are players that always direct their aggressive behaviour towards opponents for no good reason leading to multiple injuries both to them and their opponents and if such behaviour is not addressed by coaches, there is tendency to keep getting multiple casualties even before the goal of handball is achieved.

There is a common misconception in the society that aggression only has negative effects, and this misconception stems from the fact that uncontrolled expression of aggression causes multiple injuries on a daily basis in different sporting arenas. These aggressive behaviour of the players is most times seen in their day to day lives outside sports, and if the behaviour is not tackled or positively channelled, it could as well lead to death of the people involved.

In the game of Handball no one wants to lose, so both teams use all they've got to make sure they win the event even if it means harming anyone in their way intentionally. Reports of handball matches held at the University of Benin in 2019 showed that aggressive behaviour of a player can lead to fights between referee and the teammates. In other reports, aggressive acts were displayed by players towards the spectators while the game was in progress.

However, one can rightly assume with the information from the above reports that aggression is exclusively negative and the expression of aggression in sports can only result in injuries and nothing else. This is due to the significant level of wrong expression or uncontrolled expression of aggression among players, there arises a steady drop in people accepting aggression in sports which will eventually have adverse effect on the game of handball.

Research Questions

The following research questions were raised to guide the study:

1. Does aggression in sports have a positive impact?
2. Does aggression in sports have a negative impact?
3. Are there any significant differences in aggressive behaviour between male and female handball players?
4. Does aggressive behaviours improve athletes' performance in handball matches?
5. What means can be employed to manage aggression to bring about improvement in sports performance in handball?

Purpose of the Study

The purpose of this research was to determine the positive and negative effects of aggressive behaviour in sports, as well as the positive outcome of its expression among qualified Handball teams in the National Handball Division 1 League. Also, to compare the aggressive behaviour of male and female handball players. This brings into focus ways to manage aggression and enhance performance through the expression of aggression.

Research Hypothesis

In order for the successful completion of the study, the following research hypotheses were formulated by the researcher.

Ho: there is no significant difference in the aggressive behaviour between male and female handball players.

H1: there is a significant difference in the aggressive behaviour between male and female handball players.

Significance of the Study

The results of this study may be utilised by players of different State Handball teams to become knowledgeable and aware of the negative effects of aggressive behavior in sports . It also introduces them to the positive results in expressing aggression in a directed and controlled manner. The study will also go a long way in providing teachers, coaches, trainers and other stakeholders in Handball and sports in general with necessary knowledge and information to assist them to detect abuse of aggression or uncontrolled aggression among their students or players and thus leads to the design and structure of ways to manage aggression among their

different players which gives room for improvement in game play by participating with important aggression control.

The results of this research can enable parents and other adults to encourage their children and ward to channel their aggressive behaviour in sports positively and participate more in sporting activities with a controlled expression of aggression.

Finally, this study will serve as a rich source of information to the society at large that displaying positive aggression in Handball is of great benefit and should be encouraged during play with a directed motive.

Limitation of the Study

The major limitation experienced during the research was the fact that some athletes at the National Division 1 Handball League could not read the questions due to low academic qualifications.

This limitation was overcome by reading the questions out to the respondents in simpler terms and the research was also conducted using the University of Benin Handball team

Scope and Delimitations of the Study

The study was delimited to male and female players of Handball teams in Edo state, Nigeria. The research was conducted among the qualified handball players that participated in the National Handball Division 1 League which took place in Edo State and also the University of Benin Handball team which participated in the Nigerian University Games Association. The variables of the study include: negative effects of aggression in sports; positive effects of aggression in sports; difference in aggression between male and female players; aggressive behaviour

enhancing players performance during handball game; and ways to manage aggressive behaviours to enhance athletic performance in handball.

Definition of Terms

Aggression: In psychology, aggression refers to a range of behaviours that can result in both physical and psychological harm to yourself, others, or objects in the environment. It may occur either reactively or without provocation. In humans, aggression can be caused by various triggers, from frustration due to blocked goals to feeling disrespected.

Games: This is an activity that one engages in for amusement or fun. According to Merriam-webster dictionary, a physical or mental activity or contest that is guided by rules and that people do for pleasure.

Handball: This is a team-sport in which two teams of seven players each (six court players and a goalkeeper) pass a ball using their hands with the aim of throwing it into the goal of the other team. A standard match consists of two periods of 30 minutes, and the team that scores more goals wins.

Hostile Aggression: It is a type of aggression that is designed to harm a specific target and the reinforcement stems solely from harming the victim or seeing the victim injured.

Instrumental Aggression: A form of aggression against another person in which the aggression is used as a means of securing some reward or to achieve an external goal such as a victory.

Peacetime: This is a period during which there is no war.

Sports: This is an institutionalised competitive activity that involves vigorous physical exertion or the use of relatively complex physical skill by individuals, whose participation is motivated of intrinsic satisfaction associated with the activity and the external reward earned through participation and it is governed by acceptable rules and regulations.

CHAPTER TWO

This chapter is concerned with the review of related literature to this study. The review for this literature is done under the following sub-headings.

- Theoretical Framework
- Overview of Aggression
- Aggression
- Classification of Aggression
- Aggression in Sports
- Gender and Aggression in Sports
- Gender, Competitive level, and Aggression
- Handball and Aggression
- Factors that promote Hostile Aggression
- Control of Aggression
- How can Officials limit Aggression?
- Summary of Reviewed Related Literature

THEORETICAL FRAMEWORK

The theoretical framework of this study is hinged on frustration-aggression-displacement theory proposed by John Dollard, Neal Miller and Leonard Doob.

Frustration-aggression theory, more commonly known as the frustration-aggression hypothesis, ranks among the most seminal and prolific theories in research on aggression. From its beginning in the late 1930s till today.

According to the frustration-aggression theory proposed by Dollard et al. (1939), aggression is a natural response to frustration. When individuals experience obstacles or challenges that prevent them from reaching their desired outcomes, they may become frustrated. This frustration can then lead to aggressive behaviour as a way to release pent-up emotions and restore a sense of control.

Within the discipline of psychology, frustration-aggression theory has been used in a variety of domains, ranging from self-regulation (Harrison, Genders, Davies, Treasure, & Tchanturia, 2011) and imitation learning (Hanratty, O'Neal, & Sulzer, 1972) to developmental (Jegard & Walters, 1960; Nelson, Gelfand, & Hartmann, 1969), organisational (Fox & Spector, 1999; Spector, 1978), and media psychology (Breuer, Scharrow, & Quandt, 2015; Wingrove & Bond, 1998). There is, overall, ample empirical evidence for the link between frustration and aggression.

The original formulation of the frustration-aggression hypothesis by Dollard, Doob, Miller, Mowrer, and Sears (1939) stated that "the occurrence of aggressive behaviour always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression". What is especially noteworthy in this definition is that, unlike the use of the word in everyday language, frustration here is not understood as an emotional

experience but as "an interference with the occurrence of an instigated goal-response" (Dollard et al., 1939)

The arguable benefit of characterising frustration through observable qualities of events or environmental characteristics is that it allows description and testing of its causal effects, such as those on aggression, objectively instead of relying on subjective self-reported introspection. This basic yet somewhat counterintuitive ascertainment is important as it is also implied in later modifications and reformulations of the frustration-aggression hypothesis. A basketball player who yells at the referee after his team loses by a buzzer beater that was preceded by an uncalled foul is an example of the link between a frustrating event and an aggressive response. Looking at the original definition by Dollard and colleagues, one might criticise their claim to universal validity. Taken verbatim, "the occurrence of aggressive behaviour always presupposes the existence of frustration" suggests that aggression does not occur without any form of prior frustration, and the assertion that frustration "always leads to some form of aggression" implies that aggression is a certain outcome of any frustration. These deterministic assumptions were somewhat qualified in a 1941 publication by the same authors in which they stated that "frustration produces instigation to aggression but this is not the only type of instigation that it may produce" (Miller, Sears, Mower, Doob, & Dollard, 1941).

According to the above statement by Miller et al. (1941), aggression is one of several possible consequences of frustration. Among the characteristics aside from aggression that frustration can affect are the development or increase of prejudice (Grossarth-Maticek, Eysenck, & Vetter, 1989) and depression (Seligman, 1975). In some of the early publications on the frustration-aggression hypothesis, it was argued that the threat of being punished for aggressive behaviour itself (e.g., through social norms) can also be a frustration that can, again, increase the inclination to act or

react aggressively in further interactions. In his "Note on the Frustration-Aggression Theories of Dollard and His Associates," Morlan (1949) wrote that the argument that "the frustration of an aggressive impulse increases the strength of the aggression" is based on the presupposition that "expression of aggression serves as a catharsis". The competing view, according to Morlan (1949), is that "the expression of an aggressive impulse does not result in catharsis, but, on the contrary, sets up a vicious cycle that leads to further aggression". Anticipating the outcome of much of the later research on catharsis theory (which yielded little evidence for its basic assumptions), Morlan argued that the second view is more appropriate, as aggressive acts rarely occur or exist in isolation but have consequences for further or future interactions.

Pastore (1950), remarked that "the occurrence of the aggressive response [to the frustration] depends on the subject's understanding of the situation". This indicated a shift in the theoretical focus. In addition to environmental contingencies, internal processes, such as the attribution of the frustration, were now considered relevant for the understanding of the frustration-aggression link. One of the factors that play a role in this is the degree to which frustrations are perceived as arbitrary, which is considered to be a predictor of the probability and intensity of potential aggressive reactions (Pastore, 1952). The assumption that attribution and the impression of arbitrariness matter in the context of frustration and aggression has found support in several studies (Cohen, 1955; Kulik & Brown, 1979; Rule, Dyck, & Nesdale, 1978; Worchel, 1974; Zillmann & Cantor, 1976). Similarly, Dill and Anderson (1995) looked at justification—which can be understood as the opposite of arbitrariness and found that unjustified frustration produced more hostile aggression than justified frustration. Nevertheless, frustration can affect the inclination to act aggressively, even if it is not perceived as arbitrary (Berkowitz, 1988; Dill & Anderson, 1995).

Research by Burnstein and Worchel (1962), Kregarman and Worchel (1961), and Rothaus and Worchel (1960) suggests that the reasons for the differences between arbitrary and non-arbitrary frustrations are disparities in the strength of inhibitory responses rather than in individuals' inclinations to act aggressively themselves. Kregarman and Worchel (1961) further concluded from their study that the tendency to be aggressive is also reduced when the frustration is expected. These expectations are, of course, largely based on previous experiences (i.e. an individual's learning history) with similar situations (Davitz, 1952).

In a review of the work on and with the frustration aggression hypothesis, Berkowitz (1978) concluded that it had seen a great number of criticisms, qualifications, and suggestions for modification. According to Berkowitz (1978), especially research on the boundary conditions of the hypothesis warrants that "as a consequence, we must now restrict the scope of the frustration-aggression hypothesis" (p. 691). This notion eventually led Berkowitz (1989) to the reformulation of the hypothesis that is most commonly cited and used in recent and current research on the causes and effects of frustration, particularly regarding its role in the aetiology of aggression. In an attempt to integrate Dollard et al.'s emphasis on environmental contingencies of frustration with a more recent understanding of frustration as an internal process, Berkowitz (1989) reformulated the theory, arguing that frustrations are still defined as aversive events but that they "generate aggressive inclinations only to the extent that they produce negative affect". It is important to understand that, within this reformulated theory, not the frustration but negative affect is the proximal cause of aggressive responses, and frustrations are just one of many potential sources of negative affect (Berkowitz, 1988). In methodological terms, Berkowitz's definition is a mediation hypothesis implying that frustrations cause negative affect, which, in turn, elicits aggressive inclinations. Some authors have argued that the process might also be that

of a serial or multiple mediation that operates not only on the emotional level but also through the routes of cognition and physiological arousal (c.g., Anderson & Bushman, 2002).

Notably, Berkowitz's reformulation implies that there are additional sources of aggressive inclinations, such as insults, anxiety (Hokanson, 1961), unpleasant environmental conditions, and other aversive events and circumstances. This, again, emphasises that frustration is a sufficient rather than a necessary criterion for aggression. Another noteworthy change in Berkowitz's reformulation is that it names "aggressive inclinations" instead of aggression or aggressive behaviour as an outcome of frustration. These inclinations are not behaviours but comprise both an affective and a cognitive component. This subtle terminological change to Dollard et al.'s original hypothesis has arguably the most profound implications, as it predicts that negative affect generated by frustration does not automatically and necessarily lead to observable aggression. According to Berkowitz, there are a host of factors that might prevent this from happening. For example, individuals might reappraise the situation, there might be strong incentives not to behave aggressively or highly aversive consequences of doing so, or there might simply not be the opportunity to act aggressively because there is no direct interaction or contact with the source of the frustration. In sum, Berkowitz's (1989) reformulation of the theory of Dollard et al. (1939) presents an arguably more sophisticated view of the frustration-aggression link but incorporates nontrivial antecedents and consequences that are difficult to observe, making it increasingly challenging to falsify predictions derived from it. For example, if someone is frustrated by aversive events but does not behave aggressively, it might not be easy to determine whether this was due to the absence of negative affect or because they did not act upon their aggressive inclinations.

OVERVIEW OF AGGRESSION

Sport psychology had long been making its impact in the aspect of every sport for many years. Around the world a lot of teams have been using mental strategies to boost the their athlete' performance. It includes research on the relationship between between psychological and performance variables as well as the effect of sports on psychological variables. Applied sport psychology may include working with athletes , coaches and parents on injury, rehabilitation, communication, team building and career transitions in addition to to the teaching and training psychological skills for for performance development.

Aggression is defined in social psychology as any interpersonal act that aims to inflict bodily or psychological harm on another person. In several sports, especially contact sports, aggressive competitors commonly purposely injure their opponents.

Aggression is seen in sports as the ideal, flawless element of a great play (Thing, 2001). More often than not, when people think of violence, they associate it with male sports. To "see a woman as aggressive is neither appropriate, nor expected," according to some individuals. That ingrained beliefs exist that women should be in charge of their feelings and behave tenderly and compassionately all day long (Thing, 2001). I was an extremely aggressive player because I was a girl athlete in high school. Being aggressive during a game helped both my team and me in the sports I played. My instructors used to make jokes about how I should get angry about things to play harder.

Nevertheless,. Although, there is this ideal image of how females should play sports, most players said that in the play of sport, they are given an opportunity to go against the expectations of the surroundings of what it is to be female (Thing, 2001). The negative aspect of females being aggressive in sport is that their peers may refer to them as being "masculine". On the other hand, men tend to be more aggressive than women (Warden, Grasso, Luyben, 2009). Speaking

from observations of men's sports through school, if a guy was not aggressive in a sport, he would be made fun of and be referred to as a "sissy". It is more acceptable for men to be aggressive in sports than it is for females. In one article, researchers talked about how there are many forms of aggression, one being "instrumental aggression". It involves hurting another person but is directly related to the play itself. Then you have "hostile aggression", where the player has intended to injure the opponent and it is not directly related to the play itself" (Warden et al., 2009). Men have the higher rates of aggression in these categories. Men are more likely to try and be violent to be viewed as "tough". Not that females do not have their moments when they are violent in sports, but females usually tend to use aggression as a playful phenomenon, a way of moving forward in offense (Thing, 2001).

AGGRESSION

The use of the word aggression is somewhat confusing. The term aggression is employed to describe angry violent behavior with intent to hurt a person or cause damage to property.

Aggression is a behaviour that is intended to cause harm to another person. That harm could be psychological and/or physical.

According to Cratty (1989), aggression is behaviour and actions that usually seek to inflict psychological and/or physical harm, either on another person or on an individual's possessions or dear ones. Bredemeier (1983) defined aggressive behavior in sport as the intentional initiation of violent and or injurious behavior. 'Violent' means any physical, verbal, or nonverbal offense, while 'injurious behaviors' stand for any harmful intentions or actions.

Precisely,

Aggression is an act not a cognitive state.

Aggression is not accidental; it is an intentional act to harm.

Aggressive acts involve both bodily and psychological harm.

Aggressive acts involve only living beings; harm to objects does not count as aggression.

The receiver of aggression does not want to get hurt.

Aggression is defined as the infliction of an aversive stimulus, physical, verbal, or gestural, upon one person by another. Aggression is not an attitude but behavior and, most critically, it is reflected in acts committed with the intent to injure (LeUnes & Nation, 1989). This definition of aggression includes such wide-ranging acts engaged by athletes, coaches and/or spectators, as physically hitting another individual and verbal abuse.

TYPES OF AGGRESSION

Aggression can be classified into two, namely hostile and instrumental aggression.

(A) Hostile Aggression

Hostile aggression comprises those acts or behaviours, which really cause physical and psychological harm to the opponent. In hostile aggression the primary aim of the aggressor is to inflict injury on the opponent and make him suffer (Kamlesh, 2002). It can be verbal or physical or both. In this type of aggression, the player is angry and primarily bent on physically harming the opponent. 'Although such behaviors have been linked to team success' (Caron et al., 1997; Huang et al., 1999), hostile aggression is particularly controversial. It is not clear if it improves performance by increasing arousal to an optimal level or causes it to deteriorate by distracting the player from the task at hand (Cox, 2002).

(B) Instrumental Aggression

Instrumental aggression, on the other hand, denotes actions that reflect simply trying-hard and employing strong tactics without accompanying desire to injure another person (Kamlesh, 2002).

Instrumental aggression refers to behaviour that uses aggression to achieve a particular goal and is not used for the purpose of hurting another individual.

Hostile aggression takes place when the primary intention of the behaviour is to harm the other player. Hostile aggression is accompanied by anger and the underlying wish is to see the victim suffer.

Instrumental aggression takes place when the behaviour is clearly likely to cause harm, but its intention is to achieve a different aim, such as to score a point or prevent the opposition scoring a goal.

AGGRESSION IN SPORTS

Sport competition without aggression is a body without soul, competition and aggression are twins. There is clear evidence that, in general aggression is more boisterous in games, it may help performance because it arouses players overly to put in harder effort, and 'do or die' for the success of the team. Contrarily there is also indication, and valid too, that aggression committed by players in certain contexts situation or position may impels performance of individual's skill as well as success of the team (Kamlesh, 1987).

In the sport context, aggression has been measured in a variety of ways, such as number of fouls, coach ratings, penalty records, as well as using self-reports and behavioral observation. In studies of behavioral observation, instrumental and hostile aggression have been measured. Instrumental aggression has been operationally defined as aggression occurring during game play and involves opponent-directed physical interactions that contribute to accomplishing a task. In

contrast, hostile aggression has been operationally defined as physical or verbal interactions aimed at various targets but not directly connected to task accomplishment; these behaviours are directed at opponents, teammates, or referees. For example, in handball, repelling, hitting, and cheating have been coded as instrumental aggression, and insulting, threatening, making obscene gestures, and shoving against opponents, referees, teammates, and others have been coded as hostile aggression. Aggressive behaviors (e.g., late tackle, hitting, elbowing) have also been measured as part of the construct of antisocial behaviour, which has been defined as behaviour intended to harm or disadvantage another individual and has considerable overlap with aggression.

GENDER AND AGGRESSION IN SPORTS

Gender is one of the first social categories children acquire and judgments about what is appropriate for men and women are affected (Biernat, 1991). People progressively develop differentiated judgments about femininity and masculinity, and some attitudes or behaviors are related to masculine features, whereas others are considered as feminine ones.

Aggressiveness and aggression are generally perceived as masculine characteristics and appear to be in contradiction with attitudes or behaviors considered as appropriate for women (Eagly & Steffen, 1986). These authors contended that whereas “the male gender role includes norms encouraging many form of aggression, the traditional female gender role places little emphasis on aggression”. This assumption could explain why many studies point out the differences between males and females in the perceived legitimacy of sport aggression, the degree of fair play or the actual implementation of such behaviors (Bredemeier, 1985; Conroy, Silva, Newcomer, Walker, & Johnson, 2001; Duda, Olson, & Templin, 1991; Silva, 1983). Silva (1983)

investigated male and female students' perceptions of the legitimacy of rule-violating behaviors by showing them slides depicting such behaviors in various sports. The results revealed that male players rated these behaviors as more legitimate than female players did. Bredemeier (1985) and Duda et al. (1991) used the "Continuum of Injurious Acts" among high school and college basketball players and obtained similar results with male players considering such acts as more legitimate than female players did. Such a perception of the legitimacy of the aggression would match with the 25 athletes' fair play attitudes, with females perceiving the non-fair play game as less acceptable than males would do (Duda et al., 1991). Recently, Conroy et al. (2001) as well as Tucker and Parks (2001) used the "Sport Behavior Inventory" (SBI) to assess the perception of the legitimacy of sport aggression. The scores of male and female children and adults (8 to 24 years old) once again showed that males perceived aggression in sport as being significantly more acceptable than females did.

Such results are fully convergent, but some authors reject these studies and measure the perception of the legitimacy of aggression without considering the actual behaviors of the players (Cox, 1985; Kirker, Tenenbaum, & Mattson, 2000; Stephens & Bredemeier, 1996). The difficulty to observe underlying intention (main concept in sport definition) in aggression (Stephens, 1998) could explain why direct observation method has rarely been implemented in studying sport aggression. And yet, as Conroy et al. (2001, p. 417) pointed out, "a socially desirable response bias favoring prescribed responses to questions about the legitimacy of aggressive sport behavior" could exist. And Loughhead and Leith (2001) and Worrell and Harris (1986) obtained non-significant or negative correlations between the behaviors observed and the perception of legitimacy of aggressive sport behaviors. Behavioral measures of aggression could be referred only to observable criteria and either ignore or make assumptions about the

participants' intentions. In that perspective, Sheldon and Aimar (2001) proposed that "willingly engaging in behavior that could result in injury to another person is conceptually similar to intentionally trying to injure someone". They recognized "that the intent to harm and the willingness to harm are distinct constructs; however, they both represent a state of physiological and psychological readiness to do harm". Thus, they believed that "a combination of either of these cognitive processes (i.e., intent or willingness) with a forceful physical act results in a behavior that can be classified, in a broad sense, as aggressive". So, in their study, they recorded each aggressive incident that warrants a penalty by the rules of the game (even if the referee did not penalize the athlete). In a similar perspective, Pfister and Sabatier (1994) considered as aggressive behaviors all the behaviors transgressing the rules of the game (intentional or not, penalized or not by the referee) and leading to hurt or compel another person. They indicated the male players displayed more aggressive behaviors than the female players did, both in terms of instrumental and hostile aggressions. Such a distinction has been traditionally described in psychology (Bredemeier, 1978; Rasclé, Coulomb, & Pfister, 1998; Tenenbaum et al., 1996). In both type of aggression, a target person is injured either physically and/or psychologically. Nevertheless, the purpose of hostile aggression is to do harm for its own sake whereas the purpose of instrumental aggression is to achieve a competitive advantage in the game and may be considered as means to serve future goals. In other words, instrumental aggression involves hurting another person as a means to an end (i.e., irregular tackling to stop an opponent going to score) and is directly related to the play itself. On the other hand, hostile aggression is intended to injure with the reinforcement coming from the victim being injured (i.e., hitting an opponent which has just committed an aggression against the player), and is not directly related to the play

itself. Whereas this distinction has clearly been identified, it has been very little taken into consideration in sport, especially when male and female games are being compared.

GENDER COMPETITIVE LEVEL AND AGGRESSION

If the gender difference regarding the perception of the legitimacy (or the use) of aggression may be well established, some structural factors seem however to be likely to influence such differences. Among those factors, the competitive level came to the researchers' attention. Indeed, sport aggression is perceived as being more legitimate as the level of competition increases (Bredemeier, 1985; Conroy et al., 2001; Silva, 1983). According to Conroy et al. (2001), such a score may be explained by the fact that the male players' perceptions of the reinforcement structures vary between the various levels of competition, with male players granting more tolerance and acceptance of aggression as the competitive level increases. Using an observation method, Coulomb and Pfister (1998) showed the number of instrumental aggressive behaviors in soccer was significantly higher in national level players (the highest competitive level in French soccer championship) than in the departmental players (the lowest competitive level in French soccer championship). On the other hand, players displayed less and less hostile aggressive behaviors as the competitive level increased. The authors explained these results by a more and more controlled and strategic use of the instrumental aggressive behaviors as the competitive level rises, such behaviors being progressively perceived as performance-oriented behaviors (Ryan, Williams, & Wimer, 1990). This explanation corroborates Messner's comments expressed above (Messner, 1990). If the trend for perceiving legitimacy or for implementing aggression according to the competitive level has been clearly established for males, the results for females are significantly less conforming. Some authors pointed out that sport aggression is perceived by

females, like males, as being more legitimate as the competitive level increases (Conroy et al., 2001; Silva, 1983), but others showed adversary results or no significant difference for females across competitive levels (Ryan, Williams, & Wimer, 1990). To our knowledge, no study has ever tried to verify the effect of the competitive level on actual aggressive behaviors among female players. If aggression is generally related to masculine features (Eagly & Steffen, 1986), females' aggression may be perceived as a challenging gender role behavior. According to Nixon (1997), some factors, such as involvement in contact-sports, may encourage females to display behaviors challenging gender roles. We may assume that competitive level may reinforce the effect of involvement in contact-sports, the aggressions being progressively integrated as tools to serve performance.

HANDBALL AND AGGRESSION

In the game of handball, aggressive behaviour is almost inevitable to be expressed by players, coaches and sometimes by spectators. Aggressive contact is an integral part of the game and it is often used by the players not only to stop the opponent but also to intimidate opponents from approaching the goal.

Generally speaking, aggression is considered to have a negative function that not only elicits disapproval from others, but also is evaluated as destructive and damaging in its consequences. However, Blustein (1996) argues that the term "aggression" behaviour is biguous, denoting both positive and negative behaviours. Similarly, it could be called "excessive" or "inappropriate" aggression. Ellis (1976) considered positive aggression to be healthy productive behaviour if it promotes basic value of survival, protection, happiness, social acceptance, preservation and intimate reactions.

In the context of positive aggression which could also be called instrumental aggression, a certain amount of aggression is thought to be necessary and adaptive throughout childhood and adolescence because it helps build autonomy and identity (Gupta, 1983; Romi & Itskowitz 1990). Furthermore, a certain degree of aggression or dominance helps to facilitate engagement in cooperation and competitive activities with one's peers.

With the above pointed out, it could be said that the positive expression of aggression in handball leads to great performance in the game. During the game of handball, players tend to channel their aggressive behavior in the proper direction such as feigning which creates an opening to scores goal and the use of aggressive scream to distort their opponents balance and coordination and therefore creating a good chance for a goal. Aggression channeled in the proper direction gives players the ability to master their environment and their selves.

Jack (1999) believes that positive aggression takes many forms, including self-protection, standing up in the face of negation, pushing for new possibilities and defending against harm. In other words, when handball players express such positive aggressive behavior, they will protect themselves from harm during the game and, they will be quick to think of ways to make possible winnings even when the game is tough.

In recent years, the Edo state handball teams have won many games due to their ability to control their aggressive behavior. Research has shown that the Edo Dynamos (female team) made five (5) consecutive wins during the Prudent Energy Handball league in 2019, and these consecutive wins were due to the use of positive aggression as opposed to their opponent expression of negative or hostile aggression. The Edo Dynamos were able to understand their environment because of their ability to control their aggression and as such that resulted in great performance in the game.

It is commonly recognized that males are more aggressive than females and this has been proven in different handball matches. Male handball players often engage in physical aggression or direct forms of aggression such as hitting an opponent during game play while female handball players engage in verbal aggression. Quinsey, Skilling, Lalumiere and Craig (2004) found out that in children and youth, although both males and females are more likely to engage in aggressive behavior and commit violent crimes between the ages of 14 and 24 years than at other ages, the onset for females tends to be two years earlier on average. And it could be deduced from this that females have more tendencies to be aggressive than males but in sports and in handball to be specific, the male handball players always express greater level of both hostile and instrumental aggression compared to female handball players.

In the handball matches during the 2020 Edo Sports Festival, the expression of aggression was quite clear and distinctive amongst the male and female players. The male players in expressing instrumental aggression during game play, made the game more fun to watch and the speed of play was higher than usual, though the expression of their hostile aggression resulted in injuries.

It was observed during the matches that the expression of instrumental aggression by both male and female players always resulted in a clean goal and great teamwork, while the expression of hostile aggression resulted in injuries, arguments and fights. Within this research, we aim to examine more handball matches in order to point out more comparative analysis of the expression of aggression among male and female handball players.

In summary, the expression of positive or instrumental aggression in handball is needed because it brings about great performance in players and little or no injuries. Furthermore, without the express of aggression in handball, the game would cease to be the second fastest game in the

world, reason being that aggression tend to increase the speed and agility of players. Aggression could be said to be the soul of handball and we already know that a body without a soul is bare. Coaches can play an important role by encouraging their players to express more instrumental or positive aggression during game play and also help them control their hostile aggression. And it makes sense to assume that aggression that is seen as a bad thing to the society at large, is actually very important in the game of handball.

FACTORS THAT PROMOTE HOSTILE AGGRESSION

1. **Heat** - Hot temperatures increase aggression by directly increasing feelings of hostility and indirectly increasing aggressive thoughts. The heat hypothesis states that hot temperatures increase aggressive motivation and (under some conditions) aggressive behavior(Craig. A 2001). The heat effect is the observation of higher rates of aggression by people who are hot relative to people who are cooler.
2. **Noise** - Noise pollution is one of the important harmful physical factors in work environment in developed and developing countries. In general, it has been shown that noisy environments may impair speech and understanding, decrease brain activity, and cause a disharmony in physical work. Long-term exposure to high-level noise may cause tensions and aggression in individuals.

3. **Crowd hostility** - Many times, parents, coaches and fans encourage aggression from the sidelines. After analyzing parents' remarks at more than 40 adolescent sports games, Meân and Kassing (2008) found that many parents and sports officials encourage a "war-like" aggression on the sports field. This winning-at-all-costs mentality (as evidenced by statements like 'kill him!', 'trip him,' "do what you gotta do,' let them have it,") could be trickling down to their children. These adolescents are getting the message that because it's so important to win, playing aggressively is okay. To them, the sport transforms from "play" to "war" – because that is what they are hearing from the crowd.

4. **Alcohol** - Alcohol may encourage aggression or violence by disrupting normal brain function. According to the disinhibition hypothesis, for example, alcohol weakens brain mechanisms that normally restrain impulsive behaviours, including inappropriate aggression.

5. **Imitating a role model** - Athletes want to behave just like their role models and in turn they tend to become as aggressive as the models. As we have in social learning theory, where the athletes observe these aggressive behaviors and reproduce what they have paid attention to. Increased media attention on pro-athletes has revealed shocking displays of violence both on and off the sports field. This has an influence on young fans, who often admire and glamorise such athletes. Smith (1983) asked adolescent hockey players who their favourite National Hockey League (NHL) player was. He found that there was a positive correlation between skaters whose NHL hero was aggressive and the young athlete's own play.

6. **Aggression of opponents** - Athletes become more hostile during a game situation when their opponents express aggressive behaviors towards them. This can be related to frustration-aggression theory, the athlete expressing instrumental aggression can get frustrated by the aggressive play of his opponent and then resolve to high level of hostile aggression.

7. **Point difference (if losing)** - The losing of a game can be an important factor eliciting frustration. In the game of Handball, the losing team can resolve to hostile aggression when they have just five (5) minutes for the game to come to an end.

CONTROL OF AGGRESSION

Strategies to limit aggressive acts;

1. **Goal setting is an effective method** - One can limit aggressive acts by using the goal setting theory. Goal-setting theory refers to the effects of setting goals on subsequent performance.

Researcher Edwin Locke found that individuals who set specific, difficult goals performed better than those who set general, easy goals. Locke proposed five basic principles of goal setting: clarity, challenge, commitment, feedback, and task complexity. For clarity, a clear measurable goal is more achievable than one that is poorly defined. For a challenge, the goal must have a decent level of difficulty in order to motivate you to strive toward the goal. For feedback, set up a method to receive information on your progress toward a goal. For task complexity, if a goal is especially complex, make sure you give yourself enough time to overcome the learning curve involved in completing the task.

2. Punish aggressive acts - Punishment is a term used in operant conditioning psychology to refer to any change that occurs after a behaviour that reduces the likelihood that that behaviour will occur again in the future. Punishment can be positive or negative. Positive punishment involves presenting an aversive stimulus after a behaviour has occurred. While negative punishment involves taking away a desirable stimulus after a behaviour has occurred.

Researchers have found two factors that contribute to how effective punishment is in different situations. First, punishment is more effective if it is applied quickly. Second, punishment achieves greater results when it is consistently applied. Therefore, in sports, handball to be precise, a coach should give punishment to an athlete that demonstrates hostile aggressive behaviour immediately it occurs and be consistent with the punishment for players to stick with just instrumental aggressive behaviour that is beneficial. Also, punishment in the game of Handball can occur when the referee gives a player two minutes for aggressive behaviour.

3. Reward non-aggressive acts - As aggressive acts are to be punished, so are non-aggressive acts to be rewarded. This can be done by giving cheers, applauds or in some cases giving them money or gifts to the athlete that does not display aggression during game play.

4. Responsibilities of players pointed out - This strategy involves telling the players to act responsible during game play, they should be able to calm themselves down when they sense that there is a negative change in their emotions. Every player should know that he is responsible for every action he takes during the activity, this he should act responsibly. The major responsibility of a Handball player is to score goals without getting injured or causing injury to another. With

this pointed out, the player will be reminded to always act responsible thereby limit the occurrence of aggressive acts.

5. Relaxation techniques - When players get too excited, they tend to behave in a more aggressive manner. This urge to be aggressive can be reduced by slowing down one's breathing. A person demonstrates aggressive acts when the muscles are tensed, and to release these tensed muscles, the person has to control his breathing for a couple of seconds by taking deep breaths in and out.

How can officials limit aggression?

Officials can limit aggression through the following ways:

1. Assert control from the start of the game - The officiating official is a judge on the field of play whose orders are to be obeyed and whose decisions are final. Therefore, the official should control the game from the start by maintaining the spirit of the game using his whistle and hand signals when called for.
2. Enforce rules correctly - The official is expected to know the rules of the game from the beginning to the end and have cognitive skills to interpret the rules of the game during game play. He is not expected to assume decisions, that means he must give precise decisions based on his knowledge of the game.

3. Be consistent - Consistent means acting or done in the same way over time, especially to be fair or accurate. The official must be consistent in enforce the rules of the game to ensure fairness and equality amongst the different teams playing. He should not be biased when giving punishments.

4. Punish aggressive acts immediately - There should be no hesitation in giving punishments at the occurrence of hostile aggressive acts. The offender should be punished immediately the offense is committed without questioning or delay.

Furthermore, the management in sports and the media have a role to play in the control of aggression in sports. The management could help by making fundamental penalty revisions so that rule violating behaviour results in punishments that have greater punitive value than potential reinforcement. Also, the management must ensure proper coaching of teams, particularly at junior levels, which emphasize a fair play code-of-conduct among all participants. They should ban the use of alcoholic beverages at sporting events. And for the media, they must place in proper perspective the isolated incidents of aggression that occur in sport, rather than making them “highlights”. Also, the media should promote a campaign to decrease violence and hostile aggression in sport which will also involve the participation and commitment of athletes, coaches, management, officials, and spectators.

Other Strategies to reduce Aggression (Both the Coach & Athlete); A crucial strategy that both the coach and athlete can use is to decrease arousal by employing relaxation methods. The coach can teach or provide the opportunities to learn these techniques and the athlete can go away and implement these techniques into their lives. In terms of the athlete, they can substitute negative

thoughts with positive ones and break the habit of aggressive responses so when they start to feel angry, they say “STOP!” (Woods, 2001). Finally, they can use Somatic stress management techniques such as Self Talk and Deep Breathing or Cognitive methods like Imagery before the competition (Wiggins-James 2006).

Another approach is to reduce the importance of the event and winning by setting performance rather than outcome goals. In modern sport there is an over emphasis on winning which has increased aggressive tendencies. If there is a return to valuing fair play and emphasis on trying your hardest then aggression would decrease (see John Wooden, excellent coach on this philosophy). Outcome goals are those that judge an athlete against others and the end result e.g.,whether they win or not, Performance goals are goals used by the athlete to judge their performance against their standards not against another competitor (Wiggins-James, 2006) e.g.,whether they achieved an agreed number of passes. This strategy then allows the athlete to change the focus of attention away from winning which distracts them from the aggression stimuli which are increased by the pressure of outcome goals (Woods, 2001).

SUMMARY OF REVIEWED RELATED LITERATURE

This chapter reviewed the concepts of aggression, sports aggression and aggression in handball.

It also focuses on the gender differences in the expression of aggression.

In this chapter also, the concept of aggression in the society was reviewed. It was discussed that aggression can be classified into hostile and instrumental aggression while instrumental aggression under certain circumstances may help performance, hostile aggression is detrimental to performance. It was also revealed in this chapter that aggression has both positive and

negative effects. Therefore, if we could focus on just the positive expression of aggression, then we are bound to have good results in the society.

This chapter exposed to us that aggression is important in sports even with the negative effects around aggression. Aggression which involves bodily and psychological harm could help athletes perform well in sports because it aroused them to put more effort during game play. This chapter also reviewed the causes of aggression in sports with the theories to explain them. There are three main theories of the origins of aggression in sport. Instinct theory suggests that humans are innately aggressive. Social learning theory suggests, by contrast, that we learn to be aggressive from others.

The frustration-aggression hypothesis suggests that we aggress in response to frustration. It seems likely that there is a strong element of truth in each of these theories and all can be applied to controlling and reducing aggression in sport.

In this chapter, the game of handball was reviewed and the relationship between handball and aggression was looked at. Also, the concept of aggression in competition level and how it is being expressed by male and female players was revealed.

It was also reviewed that aggression could be controlled or reduced and being able to control aggression could lead to great performance in the game of Handball and sports at large. One of the ways to reduce aggressive behaviour is that management must ensure proper coaching of teams, particularly at junior levels, which emphasise a fair play code-of-conduct among all participants.

It makes sense to assume that, if the control of aggression and use of positive aggression is constantly encouraged in sports, there will be increase in game performance and less injuries in sports.

CHAPTER THREE

METHODOLOGY

This chapter describes and focuses on the research method that was applied in conducting this study. It is discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study was the descriptive survey research design. According to Ali (1996), it is preferable to use descriptive survey design when the subject of the investigation centers on the opinions, attitudes and perceptions of individuals. Since this research involves gathering information on the attitudes and opinions of handball players in the University of Benin handball athletes on aggression in sports.

Population of the Study

The population of this study was centered on male and female handball athletes from the various faculties in the University of Benin. The population of these athletes is 120 with the breakdown below:

S/N	FACULTY	No. of Student-Athletes
1.	Agricultural Sciences	2
2.	Arts	7
3.	Basic Medical Sciences	14
4.	College of Medicine	8

5.	Dentistry	1
6.	Education	31
7.	Engineering	10
8.	Environmental Sciences	4
9.	Law	1
10.	Life Sciences	12
11.	Management Sciences	7
12.	Pharmacy	2
13.	Physical Sciences	16
14.	Social Sciences	5
15.	Veterinary Medicine	0
TOTAL		120

Sample and Sampling Techniques

The sample of the study was made up of 60 percent of the total population. The simple random sampling technique was used in selecting 60 percent of the players from each faculty. The sample size of the study is therefore 72 and this is shown in table 1.

Table 1: Sample size of the respondents (handball athletes)

S/N	FACULTY	POPULATION OF ATHLETES	SAMPLE SIZE
1	Agricultural Sciences	2	1
2	Arts	7	4
3	Basic Medical Sciences	14	8
4	College of Medicine	8	5

5	Dentistry	1	1
6	Education	31	19
7	Engineering	10	6
8	Environmental Sciences	4	2
9	Law	1	1
10	Life Sciences	12	7
11	Management Sciences	7	4
12	Pharmacy	2	1
13	Physical Science	16	10
14	Social Sciences	5	3
15	Veterinary Medicine	0	0
	Total	120	72

Research Instrument

The research instrument that was employed in this study was a self-structured questionnaire. The questionnaire comprised two sections; A and B. Section A is designed to collect the demographic data of the respondents while Section B contains items generated from the research questions raised to which the respondents provide responses.

Validity of the Instrument

The research instrument was validated by the project supervisor and two other experts in the Department of Human Kinetics and Sports Science (HKS). The instrument was further modified

in line with their comments and suggestions. These processes are expected to ensure content and construct validity.

Reliability of the Instrument

The test-retest method was used to determine the reliability of the instrument. In this method, the instrument was administered to twenty (20) respondents who were not part of the population.

After an interval of two weeks the same instrument was administered to the same set of respondents under the same conditions. The result from both administrations were subjected to Pearson's Product Moment Correlation Coefficient (PPMCC) to ascertain for its internal consistency. A correlation coefficient of 0.86 was derived, confirming that the instrument was reliable.

Method of Data Collection

The test instrument was administered to the respondents by the researcher, with the help of two research assistants for data collection. Consequently, the respondents were informed on how to answer the questions after which the completed questionnaire were collected by the researcher and research assistants on the spot to reduce loss rate and to offer the respondents the opportunity to ask questions if they found any item confusing.

Method of Data Analysis

The data analysis was done using frequency and percentages for the analysis of respondents' demographic data, mean and standard

deviation was used for the analysis of the raised research questions, while t-test of independent samples was used in testing the hypothesis formulated. The mean value of 2.50 and above was the benchmark for “agree”, while below 2.50 was the benchmark for “disagree”. This was determined using the four-point Likert scale in which Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point. The average is $4+3+2+1 = 10/4 = 2.50$. The alpha level of 0.05 was the level of significance set for the hypothesis formulated. Thus, p-value of ≥ 0.05 is “not significant”, while p-value < 0.05 is “significant”.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND FINDINGS

This chapter deals with the data analysis, results and discussion of findings. The analysis of demographic data are shown in the tables below:

Table 1: Percentage distribution of respondents by gender.

Gender	Frequency	Percentage(%)
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Male	40	55.6
Female	32	44.4
	72	100

From the data in table 1, 55.6% of the respondents are male while 44.4% are females.

Table 2: Percentage distribution of respondents by age.

Age range	Frequency	Percentage(%)
15-20	20	27.78
21-26	47	65.28
27-33	5	6.95
34-above	0	0
	72	100

From the data in table 2, 27.78% of the population are within the age range of 15-20, while 65.28% are within the ages of 21-26, meaning 6.95% are within ages of 27-33 years of age.

Table 3: Percentage distribution of respondents by academic level

Level	Frequency	Percentage(%)
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100L	4	5.60
200L	21	29.20
300L	25	34.70
400L	16	22.20
500L	5	6.90
600L	1	1.40
	72	100

From the data in table 3, 5.6% of the respondents are in 100 level, 29.20% are in 200 level, 34.70% are in 300 level, 22.20% are in 400 level, 6.90% are in 500 level and 1.40% in 600 level.

Table 4: Percentage distribution of respondents by Faculty

S/N	Faculty	Frequency	Percentage (%)
1.	Agricultural Sciences	1	1.4
2.	Arts	4	5.6
3.	Basic Medical Sciences	8	11.1
4.	College of Medicine	5	6.9
5.	Dentistry	1	1.4
6.	Education	19	26.3
7.	Engineering	6	8.3
8.	Environmental Sciences	2	2.8
9.	Law	1	1.4
10.	Life Sciences	7	9.7
11.	Management Sciences	4	5.6
12.	Pharmacy	1	1.4
13.	Physical Sciences	10	13.9
14.	Social Sciences	3	4.2
15.	Veterinary Medicine	0	0
	Total	72	100

The data in table 4 above shows the frequencies and percentages of the population of handball players from the various faculties with the University of Benin with Education having the highest percentage with 26.3% and Veterinary medicine having the least with no participant at all

DATA ANALYSIS OF RESEARCH QUESTIONS

Research question 1: Does aggression in sports have positive effects?

Table 5: Mean and Standard Deviation of responses on how aggression in sports has positive effects

S/N	Item Statement	Mean	Standard Deviation	Decision
1.	Aggression makes sporting activities more fun and exciting	2.39	1.612	Disagree
2.	Aggression in sports promotes spirit of sportsmanship	2.22	0.678	Disagree
3.	Aggression can be used to intimidate opponents from approaching the goal	3.22	0.748	Agree
4.	Aggression can temporarily result in increased motivation and energy levels	2.94	0.648	Agree

The data in table 5 shows the responses on whether or not aggression in sports has a positive effect. The mean values ranged from 2.22 to 3.22 with an average mean of 2.69, while the standard deviation values ranged from 0.648 to 1.612. The responses showed that the respondents agreed to two out of the four items regarding aggression in sports having positive effects therefore implying that aggression does not make sporting activities more fun and exciting neither does it promote the spirit of sportsmanship in sports. The low values of the standard deviation showed that their agreeing responses do not deviate far from one another.

Research Question 2: Does aggression in sports have negative effects?

Table 6: Mean and Standard Deviation of responses on how aggression in sports has negative effects

S/N	Item Statement	Mean	Standard Deviation	Decision
5.	Aggression in sports contributes to a high number of sports injuries.	3.42	0.742	Agree
6.	Aggressive game play can lead to aggressive behavioural in players outside the field of play.	2.94	1.327	Agree
7.	Violence in sports can sometimes be as a result of aggression in sports.	3.27	0.768	Agree
8.	Aggression in sports can sometimes result to penalties.	3.49	0.469	Agree

The data in table 6 above shows the responses to whether or not aggression in sports has a negative effect. The mean values ranged from 2.94 to 3.49, while the standard deviation values range from 0.469 to 1.327 with an average mean of 3.28, it can be seen that the respondents all agreed to aggression having negative effects. The low values of the standard deviation showed that their responses do not deviate too far from one another with the same exception of the 6th item

Research question 3: Does aggressive behaviour enhance players' performance during the game of handball?

Table 7: Mean and Standard Deviation of responses on how aggression enhances players' performance during a game of handball

S/N	Item Statement	Mean	Standard Deviation	Decision
9.	Players perform well when they are aggressive.	2.31	0.686	Disagree
10.	There is a boost in performance when aggressive behaviour is expressed by players during a competition.	2.60	1.556	Agree
11.	Non-aggressive players can excel in handball.	3.06	0.728	Agree
12.	Aggression can increase players' competitive spirit.	2.82	0.670	Agree

From table 7 above, the data showed that the mean values ranged from 2.31 to 3.06, while the standard deviation values ranged from 0.670 to 1.556. With an average mean of 2.69, it is seen that the respondents agreed to 3 out of the 4 items used to test whether or not aggressive behaviours can enhance the performance of players during handball game and this implies that aggression does have a sort of impact on an athlete's performance. The low values of the standard deviation showed that their responses do not deviate too far from one another.

Research question 4: What ways can be employed in managing aggression to bring about enhanced performance in handball?

Table 8: Mean and Standard Deviation of responses on what ways can be employed in managing aggression to bring about enhanced performance in handball

S/N	Item Statement	Mean	Standard Deviation	Decision
13.	Players should know that their responsibility is to win without causing injuries to other players.	3.57	0.686	Agree
14.	Coaches should train athletes to properly express instrumental aggression during play.	3.19	0.735	Agree
15.	Expression of hostile aggressive behaviour should be punished.	3.46	0.616	Agree
16.	Players should channel their aggression towards their mental attitude during games to gain the winning mentality needed to win games.	3.38	0.714	Agree

According to table 8 above, it can be observed that the mean values ranged from 3.19 to 3.57, while the standard deviation values ranged from 0.616 to 0.734. The average mean of the data is 3.40 and this showed that the respondents all agreed to the items regarding aggression being managed to bring about enhanced performance in the game of handball implying that when aggression is properly channelled and utilised , it can be seen to help enhance player performance.

DISCUSSION OF FINDINGS

This study was aimed at observing the effects of aggression in sports and a comparative analysis of its expression among University of Benin Handball players.

At the conclusion of the analysis of the data generated on aggression in sports and comparative analysis of its expression amongst qualified handball players. It was revealed from table 5 that

the respondents agreed that aggression has positive effects in sporting activities. This result is reflected in the mean values of table 5 with an average mean of 2.69, this is in line with a study done by Jack (1999), who believed that aggression has positive forms, including self-protection, standing up in the face of negation, pushing for new possibilities and defending against harm. This is to say that, when athletes express such positive aggressive behaviour, they will protect themselves from harms' way during the game and they will quickly think of innovative ways to make possible winnings even when the game is tough. Athletes who express instrumentally aggressive behaviour during sporting activities such as Handball tend to enjoy the game and they are able to defend their goal appropriately from their opponents. Also, Thing (2001) viewed aggression as the ideal component to a great play. Expressing aggressive behaviours during sporting activities therefore has positive effects.

In the same vein, the results in research question 2 and table 6 shows that respondents agreed to the fact that aggression in sports also has negative effects although this is easily obvious. As confirmed by Warden (2009), players portray hostile aggression when they have an intent to injure the opponent and it is not directly related to the play itself. Therefore, it was confirmed that aggression can have negative effects such as resulting in a high number of sporting injuries, penalties and suspensions, negative psychological impact to self as well as reputation etc.

Research question 4 and the data derived from table 7, shows that it is evident that aggressive behaviour can enhance players' performance during game play. At the sight of an aggressive act either against or towards a teammate, if the act is not really severe, a certain energy surge is felt by teammates as they will want to outrun or outdo the opposing team. In a similar dimension, Kamlesh (1987) asserted that aggression committed by players in some situations or positions may impel individual performance of skill as well as success of the team. Furthermore, a certain

level of aggression helps to facilitate engagement in cooperation and competitive activities with one's peers.

Also with the help of research question 5, what ways can be employed in managing aggression to bring about enhanced performance in handball and the data derived in table 8, it was confirmed from the study through data collected, gathered and analysed that respondents agreed that there are ways to manage aggression to bring about enhanced performance in handball and in other sporting activities, this is shown with an average mean of 3.40.

It has been revealed that aggression can occur in a game of handball irrespective of gender, aggression in a game of handball has both positive and negative impacts, it has been shown to affect performance and also proper utilisation can be used to enhance an athlete's performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

This study was carried out to identify aggression in sports and its comparative analysis amongst handball players in the University of Benin handball team. Five research questions were poised to guide the study.

Related literature on the views of eminent scholars were reviewed in line with the study. The population of study comprised of 120 male and female players from the University of Benin handball team. The sample for the study comprised of seventy-two (72) respondents which were selected randomly from the fifteen (15) different faculties which make up the University of Benin i.e., Agricultural Science, Arts, Basic Medical Sciences, Medicine, Dentistry, Education, Engineering, Environmental Science, Law, Life Science, Management Science, Pharmacy, Physical Sciences, Social Sciences and Veterinary Medicine.

The research instrument used was a fixed response questionnaire which was validated by the project supervisor and two other lecturers. Data was collected by administering the self-structured questionnaire to the sample population physically in order to elicit responses on their opinion concerning aggression in sports and a comparative analysis of its expression among handball players. The questionnaire consists of 16 items and the 4-point likert's scale was adopted. A total of 72 questionnaires were administered to respondents for the collection of data. Frequency counts and percentage score were used for data analysis of the demographic data, while mean and standard deviation were used for the data analysis of the research questions.

FINDINGS

The main findings from the study were:

- ❖ Instrumental aggression in sports has some positive effects in the game of handball.

❖ Instrumental and hostile aggression in sports has negative effects such as injuries or violence which were evident when the athletes participated in the competition.

❖ Players performance during the game of handball can be enhanced to an extent through expression of aggressive behaviour.

❖ There are some ways to manage hostile aggression to bring about enhanced performance in handball and other contact sports.

CONCLUSION

Based on the findings from this study, the conclusions made were that athletes who have been observed to regularly engage in the expression of instrumental aggression during game reported that they enjoyed the game and have a reduced risk of injuries. Hence, aggressive behaviour of players can be managed, controlled, and directed positively to achieve a better performance in handball and other sporting activities.

RECOMMENDATIONS

Based on the findings and the conclusion of the study, the following recommendations were made:

1. Management should make fundamental penalty provisions so that rule violating behaviour results in punishment that have greater punitive value than potential reinforcements.
2. The use of alcoholic beverages at sporting events should be banned.
3. The media must place proper perspective on the isolated incidence of aggression that occur in sports rather than making them “highlights”.
4. The media should promote a campaign to decrease violence and hostile aggression in sports which will also involve the participation and commitment of athletes, coaches, managements, officials, and spectators.
5. Coaches, managers, athletes, media, officials, and authority figures (police) should take part in workshops on aggression to ensure they understand the topic of aggression, why it occurs, the cost of aggressive acts, and how aggressive behaviour can be controlled.
6. Athletes should take parts in programs aimed at helping them reduce aggressive behavioural tendencies.
7. The tightening of rules, imposing of harsher penalties and changing of reinforcement patterns are only a part of the answer to reducing hostile aggression in sports. Ultimately, the athletes must assume responsibility for their actions and behaviour.

It is also advisable that coaches and athletes engage in relaxation techniques to decrease their aggressive behaviour .

SUGGESTIONS FOR FURTHER RESEARCH.

- ❖ Since the study covered aggression in sports that occurs in handball, a similar study should be carried out in other contact sports.

- ❖ This study focused on those that participated in the National Division 1 Handball League, other research should be done with the focus on handball players in general.

- ❖ This study covered only a few ways to manage aggressive behaviour, another study should be carried out to find more ways for aggressive behaviour management to have great performance in sporting activities.

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APPENDIX I

DEPARTMENT OF HUMAN KINETICS AND SPORT SCIENCE

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY.

QUESTIONNAIRE ON AGGRESSION IN SPORTS AND COMPARATIVE ANALYSIS OF ITS EXPRESSION AMONG QUALIFIED UNIVERSITY OF BENIN HANDBALL PLAYERS

Dear respondents,

This questionnaire is designed for academic purposes. It is structured to find out about **aggression in sports and comparative analysis of its expression among university of Benin handball players**. Please kindly respond sincerely to the questions by ticking [✓] where applicable. Your responses which are needed for research purposes only will be treated with high level of confidentiality. Thank you.

SECTION A

Instructions: please tick (✓) where applicable

1. **Gender:** Male[] Female[]

2. **Age:** 15-20 years[] 21-26 years[] 27-33 years[] 34 and above []

3. **Academic Level:** 100[] 200[] 300[] 400[] 500[] 600[]

4. **Faculty:** AGRIC[] ART[] BMS[] MED.[] DEN.[] EDU.[] ENG.[] ENV. SCI.[]
LAW[] LIFE SCI.[] MGT. SCI.[] PHA.[] PHY. SCI.[] SOSSA[] VET. MED[]

SECTION B

Instruction: Tick [✓] in the column that best express your response.

SA- Strongly Agree, A-Agree, D- Disagree, SD- Strongly Disagree.

S/N	ITEM	SA	A	D	S D
A	Does aggression in sports have positive effects?				
1.	Aggression makes sporting activities more fun and exciting				
2.	Aggression in sports promotes spirit of sportsmanship				
3.	Aggression can be used to intimidate opponents from approaching the goal				
4.	Aggression can temporarily result in increased motivation and energy levels				
		SA	A	D	S D
B	Does aggression in sports have negative effects?				
5.	Aggression in sports contributes to a high number of sports injuries.				
6.	Aggressive game play can lead to aggressive behavioural in players outside the field of play.				
7.	Violence in sports can sometimes be as a result of aggression in sports.				
8.	Aggression in sports can sometimes result to penalties.				

		SA	A	D	S D
C	Does aggressive behaviour enhance players' performance during the game of handball?				
9.	Players perform well when they are aggressive.				
10.	There is a boost in performance when aggressive behaviour is expressed by players during a competition.				
11.	Non-aggressive players can excel in handball.				
12.	Aggression can increase players' competitive spirit.				
		SA	A	D	S D
D	What ways can be employed in managing aggression to bring about enhanced performance in handball?				
13.	Players should know that their responsibility is to win without causing injuries to other players.				
14.	Coaches should train athletes to properly express instrumental aggression during play.				
15.	Expression of hostile aggressive behaviour should be punished.				
16.	Players should channel their aggression towards their mental attitude during games to gain the winning mentality needed to win games.				

APPENDIX II

Table 1: Percentage distribution of respondents by gender.

Gender	Frequency	Percentage(%)
Male	40	55.6
Female	32	44.4
	72	100

From the data in table 1, 55.6% of the respondents are male while 44.4% are females.

Table 2: Percentage distribution of respondents by age.

Age range	Frequency	Percentage(%)
15-20	20	27.78

21-26	47	65.28
27-33	5	6.95
34-above	0	0
	72	100

From the data in table 2, 27.78% of the population are within the age range of 15-20, while 65.28% are within the ages of 21-26, meaning 6.95% are within ages of 27-33 years of age.

Table 3: Percentage distribution of respondents by academic level

Level	Frequency	Percentage(%)
100L	4	5.60
200L	21	29.20
300L	25	34.70
400L	16	22.20
500L	5	6.90
600L	1	1.40
	72	100

From the data in table 3, 5.6% of the respondents are in 100 level, 29.20% are in 200 level, 34.70% are in 300 level, 22.20% are in 400 level, 6.90% are in 500 level and 1.40% in 600 level.

Table 4: Percentage distribution of respondents by Faculty

S/N	Faculty	Frequency	Percentage (%)
1.	Agricultural Sciences	1	1.4
2.	Arts	4	5.6
3.	Basic Medical Sciences	8	11.1
4.	College of Medicine	5	6.9
5.	Dentistry	1	1.4
6.	Education	19	26.3
7.	Engineering	6	8.3
8.	Environmental Sciences	2	2.8
9.	Law	1	1.4
10.	Life Sciences	7	9.7
11.	Management Sciences	4	5.6
12.	Pharmacy	1	1.4
13.	Physical Sciences	10	13.9
14.	Social Sciences	3	4.2
15.	Veterinary Medicine	0	0
	Total	72	100