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Exploration of the patterns of aggression in athletes in sport games with regard to the previous athletic experience

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Abstract

The article reports the findings of the experimental research with participation of 'young' (20 people) and 'proficient' (20 people) basketball players. The research aimed to explore the patterns of aggressive behavior in athletes in sport games with regard to the previous athletic experience. Indicators of a motivational component of aggression were measured with the T. Ehlers diagnostic technique (methodology of personality diagnostics for motivation to avoid failures). Indicators of a cognitive activity component were measured using Hall Emotional Intelligence Test and McLean's Organizational Stress Scale Test. Indicators of an emotional component were measured using Psychological Stress Measure PSM-25 by Lemyre-Tessier-Fillion, Spielberger State Anxiety Scale, Darkie Bass questionnaire, V.V. Boyko's method for emotional burnout assessment. Indicators of a personal component were measured with the Life Purpose Orientations Test by D.A. Leontiev. The study revealed a number of parameters distinguishing 'proficient' athletes from 'young' athletes. These are high values of indicators of motivation for success and emotional intelligence; medium values of indicators of situational and personal anxiety; low values of indicators of organizational stress and psychological strain; low values of indicators of manifestation of indirect, verbal, and physical aggression; high values of indicators of anger, negativism, and hurt feelings; low values of indicators of the emotional burnout syndrome; high values of indicators of Life Purpose orientations.

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Keywords

Sport activity, manifestation of aggression, 'young' and 'proficient', components of aggression, sport games, basketball.

Introduction

One of the primary fields of coach activity is mental preparation of athletes for high achievements through the development and mobilization of their internal psychological resources: emotional stability, mental equilibrium, internal motivation, sphere of personal willpower, and behavioral self-regulation.

In modern sport, disruptive manifestations of aggression are occurring. It has negative effect on training activities and competition performance. In this regard, research in the field of psycho-instructional regulation of athletes' aggressive behavior gain particular importance due to the characteristics of sport activity involving competitiveness and competitive situation.

Aggression in sports was the research subject of a number of scientific studies [Aleksandrov, 2014; Kerr, 2005; Kraev, 2018; Markelov, 2017; Safonov, 2013; Yurov, 2016]. In particular, V.K. Safonov carried out a comparative study of patterns of aggressive behavior in athletes and non-athletes [Safonov, 2012]. Studies carried out by A.S. Ashkinazi, V.L. Marishchuk [Ashkinazi et al., 2004], and Yu.V. Kraev contain the findings of comparative study of aggression and aggressiveness in athletes with regard to the kind of sport. V.V. Mastruk with co-authors revealed situational determinants of manifestation of aggressive behavior in sports activities [Mastruk, 2016].

The paper of N.I. Baikova focused on the challenge of handling aggression in sports [Baikova, 2017]. The study included research on the effects of sport activity on the level of personal aggression [Gasapur, 2014], the link between physical exercises and teenage aggression [Yurov, 2016], patterns of aggression in sport games [Firsov, 2016].

Meanwhile, the patterns of aggression have not been extensively studied yet, with regard to the previous athletic experience.

Therefore, our research aimed to reveal patterns of aggression in athletes in sport games with regard to the previous athletic experience (using basketball as an example).

Research methods and organization

Indicators of a motivational component of aggression were measured with the T. Ehlers diagnostic technique (methodology of personality diagnostics for motivation to avoid failures). Indicators of a cognitive activity component were measured using Hall Emotional Intelligence Test and McLean's Organizational Stress Scale Test. Indicators of an emotional component were assessed using Psychological Stress Measure PSM-25 by Lemyre-Tessier-Fillion, Spielberger State Anxiety Scale, Darkie Bass questionnaire, V.V. Boyko's method for emotional burnout assessment. Indicators of a personal component were measured with the Life Purpose Orientations Test by D.A. Leontiev.

The research brought together two groups of female basketball players, each group consisting of 20 participants. The first group involved young basketball players (under 20 years) with a low sport experience (1-2 years of competition background) in basketball competitions among student ('young') basketball teams held in Kazan. The second group involved basketball players aged 20 and older, with a large experience of participation (over 2 years) in student competitions (Kazan division) and competitions of higher level ('proficient').

We identified the indicators of structural components of aggressiveness of all test subjects using the above-mentioned methods of psychological evaluation.

Research results

In psychological literature, aggressiveness is considered personal characteristics that encourage manifestation of aggressive behavior having constructive and destructive nature. There are four interrelated components identified in the context of aggressive behavior according to their roles in aggression functioning. These interrelated components determine its development and functioning. These are motivational, cognitive and action-related, emotional, and personal components. Now we turn to explore the revealed patterns of these aggression components in two groups of basketball players with regard to the previous athletic experience.

Motivational component

Obviously, athletes in both groups are characterized by the predominance of motivation for success – 3,8 points for 'proficient', and 1,7 points for 'young' athletes. The research revealed that the difference between 'proficient' and 'young' athletes was presented by high indicators of motivation for success (22,5 versus 18,2 points at $P < 0,01$). It correlates with the findings of multiple studies on the effect of sport qualification on the evidence of motivation for success. It determines high productivity, activity, leadership and persistence, and consequently, it becomes a personal prerequisite for manifestation of aggression in the framework of sport activity.

Cognitive and action-oriented component

The research findings for indicators of emotional intelligence in athletes are presented in Table 1.

Table 1 - Indicators of emotional intelligence in athletes with various experiences in competitive activities, points ($\bar{x} \pm \sigma$)

Groups of athletes	Emotional awareness	Emotion management	Self-motivation	Empathy	Recognition of other individuals' emotions	Integral level
«proficient», n=20	10,4±3,07	8,5±2,67	8,3±2,23	7,64±2,56	11,5±4,89	33,5±6,45
«young», n =20	5,45±2,12	3,69±1,45	5,8±1,78	4,35±2,58	4,2±2,23	22,8±6,19
t	5,93	7,08	3,92	4,05	6,09	5,35
P	< 0,01	< 0,01	< 0,01	< 0,01	< 0,01	< 0,01

Note: n – number of people. \bar{x} – sample mean (aver.), σ – standard deviation (sigma), t – Student's criterion, P – level of accuracy.

We have found that ‘proficient’ athletes have significantly higher values of indicators of emotional intelligence: emotional awareness, emotion management, self-motivation, empathy, and recognition of other individuals’ emotions. They have demonstrated significantly higher value of the integral indicator of emotional intelligence.

We suppose that this precedence relates to the previous athletic experience. In its turn, understanding of emotional status of another individual, empathy, compassion, willingness to provide support, and emotional self-control determine the effectiveness of regulation of manifestation of aggressive behavior in business and interpersonal interaction. Aggressive behavior regulated in this manner becomes a significant factor improving competitive performance. Emotional intelligence of team sports is the most significant one, as it is characterized by high intensity of interpersonal interaction of athletes.

Findings of the study of organizational stress and psychological strain indicators in athletes are presented in Table 2.

Table 2 - Indicators of organizational stress and psychological strain in athletes with various athletic experiences, points ($\bar{x} \pm \sigma$)

Groups of athletes	Psychological strain	Organizational stress	Self-awareness skills (cognitivity)	Range of interests	Acceptance of values of other people	Behavioral flexibility	Activity and efficiency
«proficient», n=20	42,2±2,7	54,2±1,9	11,3±2,33	13,2±2,0	15,3±1,6	10,2±1,9	11,3±2,0
«young», n =20	159,4±3,0	112,0±2,7	21,1±3,3	19,9±1,8	19,6±1,46	18,6±2,02	17,6±1,94
t	128,72	78,04	10,78	11,13	-9,00	13,68	10,09
P	< 0,01	< 0,01	< 0,01	< 0,01	< 0,01	< 0,01	< 0,01

Note: n – number of people. \bar{x} – sample mean (aver.), σ – standard deviation (sigma), t – Student’s criterion, P – level of accuracy.

Comparative study of organizational stress and psychological strain indicators revealed that ‘proficient’ athletes have relatively low values of organizational stress and psychological strain indicators. They have higher values of indicators of self-awareness skills, interests, values, flexibility and activity, which ensures the high level of stress-resistance, including the situations of interpersonal interaction providing for manifestation of aggression. They possess competitive experience and better self-regulation and self-control skills. Due to this fact, they have high emotional stability including optimum level of reactive anxiety, willpower, self-regulatory abilities. Emotional stability boosts self-confidence, and it contributes to the effectiveness of sport activities, in particular those occurring in extreme environment.

‘Young’ athletes are usually not able to regulate their mental well-being. They often experience intense emotional strain before serious competitions that can cause ‘psychological breakdown’. It can take the form of maladjustment, mental discomfort, emotional stress and fatigue. That is why high activity, sport efficiency and overload do not always boost satisfaction with training process.

Emotional component

The table 3 contains indicators of situational and personal anxiety of athletes. We have revealed that ‘proficient’ athletes have medium level of situational and personal anxiety, and ‘young’ athletes demonstrate high level of its development. Probably, ‘young’ athletes tend to experience internal strain and anxiety, wariness and discomfort in various situations of sport-related activities.

Table 3 - Indicators of situational and personal anxiety in athletes with different athletic experiences, points ($\bar{x} \pm \sigma$)

Groups of athletes	Indicators of anxiety	
	Situational anxiety	Personal anxiety
«proficient», n=20	31,2±3,45	30,1±2,78
«young», n =20	66,7±2,88	67,5±2,54
t	35,33	44,42
P	< 0,01	< 0,01

Note: n – number of people. \bar{x} – sample mean (aver.), σ – standard deviation (sigma), t – Student’s criterion, P – level of accuracy.

Along with increase in internal strain and anxiety, hyperesthesia begins to emerge. It manifests itself in irritability and anger.

Research findings described in Table 4 indicate a significant impact of the previous athletic experience on all indicators of aggressive behavior revealed using Darkie Bass questionnaire. The exceptions are indicators of feeling of guilt, which were equal across the two groups of athletes.

Table 4 - Indicators of aggressive behavior in athletes with different athletic experiences ($\bar{x} \pm \sigma$)

Groups of athletes	Indirect aggression	Irritation	Negativism	Hurt feelings	Suspicion	Physical aggression	Verbal aggression	Feeling of guilt
«proficient», n=20	3,1±1,7	3,2±2,0	4,1±1,3	3,8±2,5	3,3±1,4	4,2±3,0	3,0±1,9	4,8±2,5
«young», n =20	6,2±3,0	5,5±1,6	5,3±2,0	6,4±3,2	6,1±2,9	6,3±2,9	6,1±1,5	4,8±2,4
t	4,02	4,03	2,27	2,83	3,82	2,25	5,69	0,00
P	< 0,01	< 0,01	< 0,05	< 0,01	< 0,01	< 0,05	< 0,05	>0,05

Note: n – number of people. \bar{x} – sample mean (aver.), σ – standard deviation (sigma), t – Student’s criterion, P – level of accuracy.

The wider range of competitive experience of athletes is, the less expressed signs of indirect, verbal, and physical aggression are.

‘Young’ athletes usually have high level of irritability causing manifestation of rude and angry behavior, high level of readiness for the manifestation of negative emotions even after small excitement, and negative offensive behavioral position during interpersonal and business communication.

We can conclude that the communication experience gained by ‘proficient’ athletes in conflict situations of sport confrontations and in personally significant situation of business cooperation during

joint solving of game tasks ensures successful dealing with challenges linked with regulation of various manifestations of aggression.

Research indicators of emotional burnout syndrome (V.V. Boiko method) at the alarm, resistance, and exhaustion stages are demonstrated in Table 5.

Table 5 - Distribution of athletes with various athletic experiences with regard to the manifestation level of emotional burnout in accordance with stages (alarm, resistance, exhaustion), n / %

Stage	Symptoms		«young»		«proficient»	
			n	%	n	%
«Alarm»	1. «Distressing experiences»	Emerged	10	50	–	–
		Emerging	–	–	–	–
	2. «Dissatisfaction with oneself»	Emerged	2	5,0	–	–
		Emerging	8	40	2	10
	3. «Backed into a corner»	Emerged	4	20	–	–
		Emerging	4	20	–	–
	4. «Anxiety and depression»	Emerged	6	30	–	–
		Emerging	8	40	5	25
«Resistance»	1. «Inadequate emotional response»	Emerged	10	50	–	–
		Emerging	6	30	–	–
	2. «Emotional and moral disorientation»	Emerged	5	25	–	–
		Emerging	6	30	3	15
	3. «Extending the scope of economizing emotions»	Emerged	7	35	3	15
		Emerging	3	15	–	–
	4. «Reduction of professional duties»	Emerged	5	25	–	–
		Emerging	7	35	5	25
«Exhaustion»	1. «Emotional deficit»	Emerged	6	30	–	–
		Emerging	3	15	3	15
	2. «Emotional detachment»	Emerged	4	20	–	–
		Emerging	4	20	4	20
	3. «Personal detachment»	Emerged	7	35	–	–
		Emerging	3	15	4	20
	4. «Psychosomatic and psycho-vegetative disorders»	Emerged	6	30	–	–
		Emerging	7	35	–	–

Note: n – number of people.

Only 10% of ‘proficient’ athletes have the emerging ‘Dissatisfaction with themselves’ symptom. 25% of ‘proficient’ athletes have the emerging ‘Anxiety and depression’ symptom.

At the ‘Resistance’ stage, 15% of athletes have the emerging ‘Emotional and moral disorientation’ symptom, and 25% have the emerging ‘Reduction of professional duties’ symptom. ‘Extending the scope of economizing emotions’ symptom has emerged in 15% of athletes.

At the 'Exhaustion' phase, the 'Emotional deficit' (in 15% of athletes), 'Emotional detachment' and 'Personal detachment' (in 20% of athletes) symptoms are emerging.

Reviewing indicators of the emotional burnout syndrome in the group of 'young' athletes, we can note that the 'Distressing experiences' symptom predominates at the 'Stress' stage (50,0%). For example, there is nobody with this symptom emerged in the group of 'proficient' athletes.

The 'Dissatisfaction with oneself' has emerged in a small number of athletes (5%). However, this symptom is emerging in 40% of athletes, and we can confirm that the power of emotions is directed outside, and not inside.

The 'Backed into a corner' symptom has emerged in 20% of athletes, and it is emerging in 20% of athletes. It means that these athletes feel or start feeling the state of intellectual and emotional dead end.

The 'Anxiety and depression' symptom has emerged in a large number of athletes (40,0%), and it is emerging in 30% of athletes. It signals the beginning of resistance to stressful situations and the development of emotional security.

At the 'Resistance' stage, the 'Inadequate emotional response' symptom is predominant. This symptom has emerged in 50% of athletes, and it is emerging in 30% of athletes.

The 'Extending the scope of economizing emotions' symptom has emerged in 35,0% of athletes, and it is emerging in 15% of athletes. This shows that this security form occurs outside the sport area – in communicating with relatives and friends.

In terms of manifestation degree, next symptom is the 'Reduction of professional duties'. This symptom has emerged in 25% of athletes, and it is emerging in 35% of athletes. It means that 'young' athletes are attempting to facilitate or reduce the duties requiring emotional costs.

The 'Emotional and moral orientation' symptom turned out to be the least manifested in this phase. It has emerged in 25% of athletes, and it is still emerging in 30% of athletes. Mood and individual preferences affect dealing with sport duties by such athletes.

Predominant symptom at the 'Exhaustion' stage is the 'Psychosomatic and psychovegetative disorders'. The symptom has emerged in 30% of athletes, and it is emerging in 35% of athletes.

The 'Personal detachment' symptom has emerged in 35% of athletes, and it is emerging in 15% of athletes. This symptom becomes evident in the process of communication in the form of partial loss of interest to the subject of sport activity.

In terms of manifestation degree, next symptom is 'Emotional deficit'. It has emerged in 30% of athletes, and it is emerging in 15% of athletes of low qualification. This symptom is manifested in the feeling of one's failure in helping subjects in the emotional context.

The mildest symptom is 'Emotional detachment'. It has emerged in 20% of athletes, and it is emerging in 20% of athletes. Athletes affected by this symptom almost totally exclude emotions from sport activities. Neither positive nor negative circumstances affect them, and they do not demonstrate emotional response.

Comparing the indicators of athletes, one can conclude that 'young' athletes are more susceptible to the emotional burnout.

High sport achievements are related to psychological stress. They require constructive behavioral style in sport situations, and rational behavioral strategies in stress situations. Mastery of these strategies reduces the risk of emotional burnout in 'proficient' athletes. The other characteristics of these athletes is that they have passed a severe selection with high claim of professional excellence and psychological stability. Inherent high mental strain of sport activities contributes to the development of mental stability of athletes, and constructive behavioral patterns in sport situations.

Personal component

Table 6 contains the findings of comparative study of indicators obtained using the 'Life Purpose orientations' method.

**Table 6 - Indicators of Life Purpose orientations
in athletes with various athletic experiences, points ($\bar{x} \pm \sigma$)**

Groups of athletes	Indicators of Life Purpose orientations				
	Purposes	Process	Outcome	Locus control - Me	Locus control - Life
«young», n=20	38,3±2,0	35,7±	28,3±1,8	25,3±1,9	35,0±2,2
«proficient», n =20	29,6±3,4	32,3±2,6	24,5±2,2	21,0±2,0	30,0±3,5
t	9,75	3,55	6,00	7,01	5,44
P	< 0,01	< 0,01	< 0,01	< 0,01	< 0,01

Note: n – number of people. \bar{x} – sample mean (aver.), σ – standard deviation (sigma), t – Student's criterion, P – level of accuracy.

The study has revealed that 'proficient' athletes have a significant precedence on all indicators of Life Purpose orientations. These orientations are future-oriented goal awareness, which makes the life meaningful and worthwhile; emotional intensity; satisfaction with self-realization process; confidence in taking control of one's own life; a strong positive self-image, seeing oneself as a person with sufficient freedom of choice, capable of living his own life and having a sense of meaning in life.

'Young' athletes have a predominant opinion that life is not dependent upon one person and his freedom of choice, but much depends on circumstances, which are hard to control. That is why too few people are able to find their way and meaning of life. There is little that one person can do. At the same time, athletes often blame themselves for being unable to show willpower and persistence to obtain high sport results.

Conclusion

The comparative study of indicators of personal characteristics necessitating manifestation of aggressive behavior has revealed that 'proficient' athletes can be distinguished from 'young' athletes by the following parameters:

- high values of indicators of motivation for success and emotional intelligence;
- medium values of indicators of situational and personal anxiety;
- low values of indicators of organizational stress and psychological strain;
- low values of indicators of the manifestation of indirect, verbal and physical aggression, and high values of indicators of anger, negativism and hurt feelings;
- low values of indicators of the emotional burnout syndrome;
- high values of indicators of Life Purpose orientations.

We can conclude that sport activity is a significant positive factor of the development of personal abilities to regulate manifestation of aggression, due to the development of personal characteristics ensuring their optimal level, constructive orientation, positive emotional range, and personal significance.

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Исследование особенностей проявлений агрессивности в игровых видах спорта у спортсменов с учетом опыта спортивной деятельности

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Аннотация

В статье представлены результаты экспериментального исследования с участием группы «молодых» (20 человек) и группы «опытных» (20 человек) баскетболистов, направленного на выявление особенностей проявления агрессивности в игровых видах спорта с учетом опыта спортивной деятельности. Для измерения показателей мотивационного компонента агрессивности применялась методика Т. Элерса (диагностика мотивации достижения успеха и избегания неудач); когнитивно-деятельностного компонента – методики оценки «эмоционального интеллекта» Н. Холла (опросник EQ) и шкала организационного стресса К. Маклина; эмоционального компонента – шкала психологического стресса PSM-25 Лемура-Тесье-Филлиона, опросник «Исследование тревожности» Ч.Д. Спилбергера, методика изучения агрессии и агрессивности Басса-Дарки, методика В.В. Бойко для изучения синдрома эмоционального выгорания; личностного компонента – методика смысложизненных ориентаций Д.А. Леонтьева. Установлено, что «опытные» спортсмены отличаются от «молодых» спортсменов: высокими показателями мотивации на достижение успеха и эмоционального интеллекта; средними показателями ситуативной и личностной тревожности; низкими показателями организационного и психологического стресса; низкими показателями проявления косвенной, вербальной и физической агрессии, и высокими показателями раздражимости, негативизма и переживания обиды; низкими показателями синдрома эмоционального выгорания; высокими показателями смысложизненных ориентаций.

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Серебренникова Н.А., Серебренников А.Н., Гильманова А.Ф. Exploration of the patterns of aggression in athletes in sport games with regard to the previous athletic experience // Педагогический журнал. 2023. Т. 13. № 9А. С. 202-212. DOI: 10.34670/AR.2023.80.77.027

Ключевые слова

Спортивная деятельность, проявления агрессивности, «молодые» и «опытные», компоненты агрессивности, игровые виды спорта, баскетбол.

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