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An analytical study on group cohesion and aggressive tendencies of education and physical education students

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Abstract

Sports psychology focuses on understanding and improving human behaviour in sports and physical activity settings, particularly under practice and competitive conditions. The purpose of the present study was to conduct a comparative analysis of selected psychological variables—team cohesion and aggression—among women students from the Department of Education and the Department of Physical Education at ICAFI University, Tripura. A total of 100 women students (50 from each department), aged between 18 and 24 years, were randomly selected. Team cohesion was assessed using the Group Environment Questionnaire (Carron, Brawley, & Widmeyer, 1985), and aggression was measured through the Aggression Questionnaire developed by Buss and Perry (1992). An independent randomized research design was adopted, and the collected data were analyzed using the 't-test at the 0.05 level of significance. The results revealed a significant difference between the two groups in the ATGT (Attraction to Group-Task) dimension of team cohesion, with Physical Education students scoring higher than Education students. No significant differences were observed in ATGS, GIS, and GIT dimensions. Additionally, Physical Education students demonstrated significantly higher aggression scores compared to Education students. It was concluded that Physical Education students exhibited stronger task-related group cohesion and higher levels of aggression than their Education counterparts, highlighting distinct psychological profiles between the two academic disciplines.

Keywords: Group cohesion, aggression, Students of Education and Students of Physical Education

Introduction

Sports psychology is the branch of psychology which is intimately connected with human behaviour on the playing field, both under practice and competitive situations, with a view to bringing about qualitative improvement in performance. Working together as a group to achieve the desired goals has everlasting relevance. When the members of an organization or an institution come forward as a group with the aim to give top-notch performance, it not only enhances the productivity but also creates good harmony between all the members. Organisational Behaviour is certainly incomplete without understanding Group Cohesion. Thus the proper and efficient use of group cohesion in an organization bolsters the group work and creates a good team spirit among its members. The individual's aggressive behaviour is very misunderstood. In one of these evil and war, social aggression is not charged or other, if they are not the actors of adverse social phenomena, the misguided individual's aggressive behaviour. The other had a positive role in the anger in the society activists who have tried to change in order to ensure that these are ignored, and has not been bad. Physical education is a crucial part of education, focusing on body development and care, from simple exercises to hygiene, gymnastics, and athletics. It involves sports, outdoor activities, and activities like trekking, hiking, and swimming to train motor and fitness skills. PE contributes to educational and health outcomes, enabling children to acquire knowledge and skills for active participation in physical activities throughout their lifespan. Sports psychologists provide cognitive and behavioural strategies to enhance athletes' experiences, performance, and mental wellness. They assist with performance enhancement, motivation, stress management, anxiety control, injury rehabilitation, team building, burnout, and career transition. Group cohesion is a social process that characterises groups whose members interact with each other and refers to the forces that push group members closer together. A lot of work these days is accomplished in groups.

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Most people have had both good and bad experiences from participating in such group work. One important element that influences one's group work experience is cohesion. Cohesion has two dimensions: emotional (or personal) and task-related.

Aggression, a hostile, forceful, or confrontational behaviour, can manifest in physical violence, verbal attacks, or passive-aggressive actions. Driven by anger, frustration, fear, or dominance, it's crucial to manage constructively and seek help when necessary.

Materials and Methods

Selection of Subject:

The purpose of the study was to make a comparative analysis of selected psychological differentials between the Department of Education and the Department of Physical Education women students.

To facilitate the study, 100 women students were selected from the Department of Education and the Department of Physical Education of the ICFAI University, Tripura. Students were selected 50/50 from both Departments in a random. Their age was between 18 and 24 years.

The requirements for the collection of data through the administration of questionnaires were explained to the subjects so as to avoid any ambiguity of the effort required on their part, and before the administration of the questionnaire. All the subjects participated in this study voluntarily and responded to the questionnaire without bias.

Selection of Variables

Taking into consideration of feasibility criteria, availability of instruments and the relevance of the variables of the present study, the following variables were selected.

Dependent Variables

Psychological Variables

- 1) Team Cohesion
- 2) Aggression

Independent Variables

1. Department of Education
2. Department of Physical Education

Research Design

An independent randomised research design was used for this study, as the subjects were selected randomly from two independent groups, namely, the Department of Education and the Department of Physical Education of the ICFAI University, Tripura. The responses obtained through a standardised questionnaire to measure both groups' e.i, Group Environment and Aggression were collected. The collected data were subjected to statistical treatment to find

out any differences between the groups in the selected dependent variables using 't' test. In all cases 0.05 confidence level was fixed to test the hypothesis.

Criterion Measures

By reviewing the literature and in consultation with professional experts, the following variables were selected as the criterion measures in this study.

1. Team cohesion was measured by administering the Group Environment Questionnaire (Carron, Brawley, and Widmeyer, 1985)
2. Aggression was measured through the questionnaire developed by Buss, A. H., & Perry, M. (1992)

Statistical Technique

In order to find out the differences between the Department of Education and the Department of Physical Education women students, the data obtained would be analysed by 't' test.

Results

The comparison of group cohesion in between Education and Physical Education women students is presented in Table I.

Table 1: Showing Descriptive Statistics and Obtained 't' Value of Group Cohesion between Education and Physical Education women students

Variable	Groups	Mean	MD	SD	't'	P-value
ATGS	Education	20.86	1.100	8.753	0.757	0.451
	Physical Education	21.96		5.379		
ATGT	Education	14.86	4.00	7.478	3.24	0.002
	Physical Education	18.86		4.481		
GIS	Education	5.835	-0.620	5.835	-0.629	0.531
	Physical Education	3.820		3.820		
GIT	Education	24.36	1.720	8.566	1.169	0.245
	Physical Education	26.08		5.910		

Table-I showed that the mean values of Education and Physical Education on group cohesion are in ATGS: 20.86 & 21.96, ATGT: 14.86 & 18.86, GIS: 5.835 & 3.820 and GIT: 24.36 & 26.08, respectively. In ATGS, ATGT & GIT Physical Education is higher than Education, and in GIS, Education is higher than Physical Education.

The t- values found in ATGS, ATGT, GIS & GIT were 0.757, 3.24, 0.629 & 1.169, respectively. Hence, Physical Education is more significant than Education on ATGT due to the t ratio, 3.24 is higher than the table value 1.671 of 0.05 confidence level.

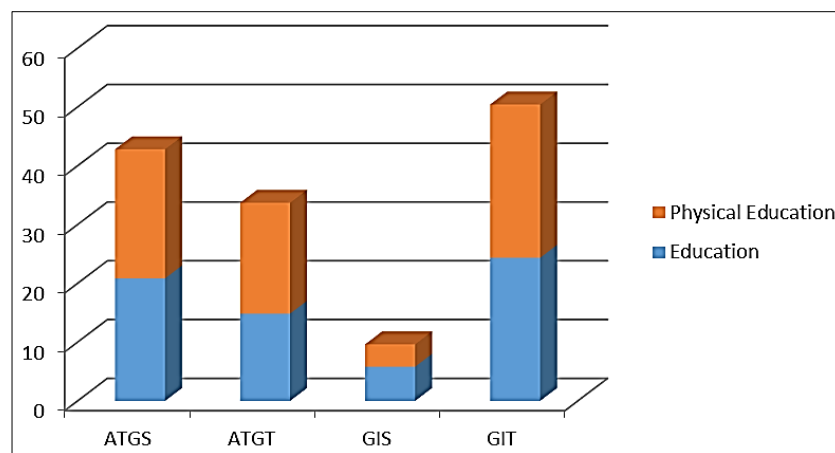


Fig 1: Graphical representation of the mean values of Education and Physical Education on Group Cohesion

The comparison of aggression between Education and Physical Education women students is presented in Table II.

Table 2: Showing Descriptive Statistics and Obtained 't' Value of aggression between Education and Physical Education women students

Variables	Groups	Mean	MD	SD	't'	p-value
Aggression	Education	51.46	5.68	9.179	3.631	0.000
	Physical Education	57.14		6.171		

Significant at the 0.05level

Table II showed that the mean values of Physical Education on Aggression (57.14) are slightly higher than the mean value of Education (51.46). The Std. Dev. Values are 6.171 and 9.179 respectively. The t- value is found to be 3.631, and it is higher than the table value of 1.671 at a 0.05 confidence level. Hence, Physical Education was found to be more significant than Education on Aggression. Hence, the second hypothesis is accepted. The results of the study showed that there was a significant difference that exists between Physical Education and Education on Aggression. The Graphical representation is shown in Figure 2.

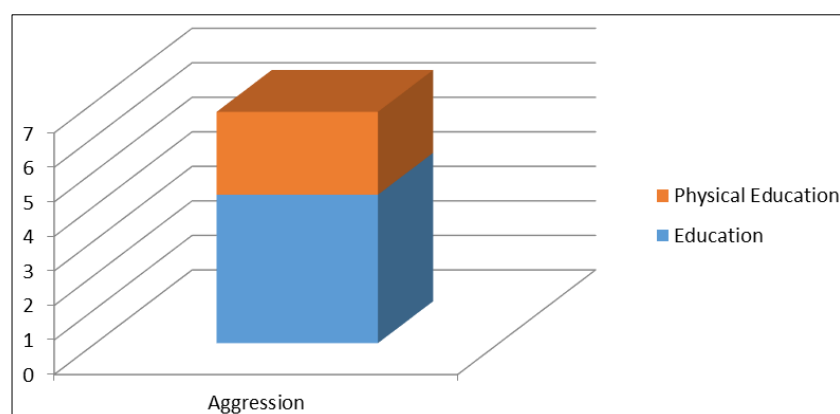


Fig 2: Graphical representation of the mean values of Physical Education and Education on Aggression

Discussion on Findings

In this study, the investigator found out that in Group cohesion, there were 4 variables, i.e. ATGS, ATGT, GIS & GIT. Among them, Physical Education was found more significant than Education on ATGT, and in this case first hypothesis was accepted, and the other 3 variables did not show a significant difference between Physical Education and Education; hence first hypothesis was rejected. And also, the results of the present study showed that there was a significant difference between physical education and education on Aggression. Whereas physical education was better than Education on Aggression compared with the mean value.

Conclusions

Within the limitations and delimitations of the study, the following conclusions were drawn:

1. It was concluded that Physical Education has better significance than Education on ATGT in group cohesion.

2. It was concluded that there was no significant difference between Physical Education and Education on variables like ATGS, GIS & GIT in group cohesion.
3. It was concluded that Physical Education has a better significant effect than Education on aggression.

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