

The role of problem-solving skills training in the amount of aggression control in athletic performance

Mahboobeh Khangholi¹, Bijan Goodarzi² and Roya Mahdipoor³

¹Physical Education Department .Islamic Azad University, Borujerd branch, Borujerd .Iran

²PhD in Physical Education and Sports Science, Board Member of Physical Education Department, Islamic Azad University, Borujerd branch, Borujerd. Iran

³M.Sc. in Motor Behavior, Islamic Azad University, Khorasgan branch, Khorasgan. Iran

Abstract: This study aimed to determine the level of education, solving strategies, aggressive behavior of male basketball athletes. Quasi-experimental method with pre-test - post-test and control group. 220 athletes in male basketball teams randomly selected as subjects and divided in the two groups (experimental group and control group). Buss and Perry Aggression Questionnaire using the rate of overall aggression, physical and verbal problem-solving strategies before and after a training period (variable of aggression, including physical aggression, verbal, physical, hostility and anger) were investigated. The results showed that training-solving strategies has a significant effect ($05/0p \leq$) on reducing verbal aggression, physical aggression, hostility, anger, aggression of men basketball subjects.

Keywords: problem solving, aggression.

Introduction

One of the most important events in the face of the individual is ability in problem solving and dealing with it. In fact, one of the basic needs of every individual is education and training problem-solving skills and if everybody does not have the ability to solve problems may be causes aggressive solutions, maladaptive, immature and even harmful and the problem turned more complex than it should. One of these things is exercise. Activities and sports a blend of physical activity, as well as high intelligence and mental ability to use the techniques and strategies and understand their situation and their needs in order to achieve success. In fact, abilities of problem solving capabilities in sports and exercise atmosphere in individuals can technically and strategically able to respond reasonably to win in crucial situations and also being able to show that during the sports team. Aggression and aggressive actions have created a lot of problems in the physical environment. Delvecchio et al (2005) defined aggressive as a observed intended harmful behavior. Aggressive antisocial behavior in children and adolescents to cross-reference the most common mental health disorders (Richardson, 2001).

Lack of inhibition of aggressive behavior in individual can cause interpersonal problems and crime, and also caused various physical and mental problems, such as ulcers, headaches and depression. Matson (2007) believes that severe behavioral problems can be very dangerous to personal growth, learning opportunities, and reduce adaptive behavior and ultimately will affect the quality of personal life. Aggressive behavior in childhood can be used as a predictive factor for

delinquency, substance abuse, depression, academic failure, and etc. There is also evidence showing that antisocial behavior in early childhood is associated with disability in adulthood (Richardson, 2001). Theoretical perspectives, many factors contribute to aggressive behavior. Fabian (2010) showed significant relationship between neuroscience and neuropsychological disorders, aggression and violence. Mac Andrew (2009), found effectiveness the role of hormone secretion rates of aggressive behavior. The context for athletes, especially in sports when in a moment must be taken of decision, increased problem solving skills and pre simulations; it can be very useful in order to overcome the immediate circumstances.

According to recent studies, several findings indicate that problem solving skills training causes reducing aggression (M Ibrahim, 1375), anxiety (Bahrami, 1375), increased self-confidence (Adib, 1374); increasing assertiveness (Mc, 1982), Improved social relations (Allen, 1964) . Therefore, various researches confirming the effect of training in problem-solving skills, increase confidence, reduce aggression and anxiety. so we want to know is problem solving training on levels of aggression control effective in the treatment of athletes?

Methodology

This quasi-experimental study with pre-test - post-test with control group, before and after applying this scheme, independent variable (only for experimental group), and the dependent variable is measured in both groups.

Using random sampling, half of the subjects in the first group and the other half in the second group are tested.

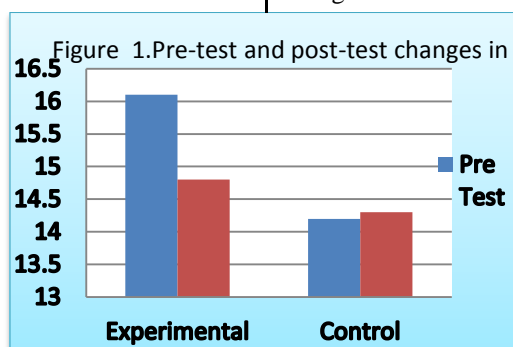
The two groups thus formed are similar and measurement of the dependent variable for every second they are done at the same time and under the same conditions. The independent variable in this study applied a five-point plan in eighteen sessions over six weeks. The available athlete's population was 1500 and randomly selected 220 man as subjects and divided in the two groups (experimental (n=110) and control (n=110) groups). In this study, the Aggression Questionnaire by Arnold H. Buss and Mark Perry (1992) has been developed was used. this

questionnaire used to assess physical aggression, verbal aggression, aggression, anger, hostility and aggression pays .

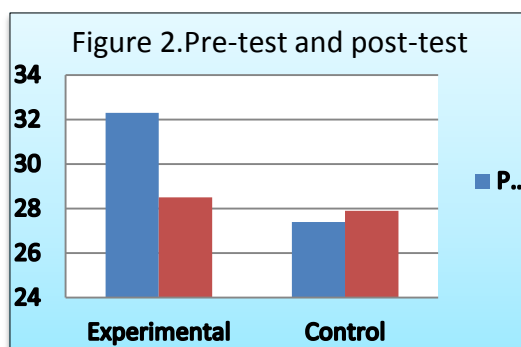
To test the hypotheses, analysis of variance with repeated measures ANOVA was used. To confirm the results of the test depend on the independent t-test, independent t-test was used.

Results

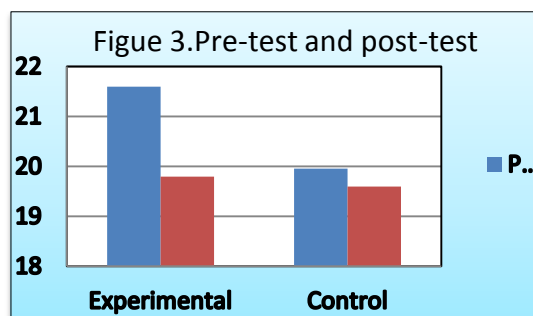
According to Figure1 and 3 problem-solving training on verbal aggression in male athletes has a significant effect in basketball players.



Similarly finding shows that training of problem solving on physical aggression has a significant effect in athletes (p = .04).



The anger level subjects before and after training problem solving at a rate of % 13.6 drop in Figure 3.



Discussion

The results showed that learning problem solving strategies of subjects significantly reduced verbal aggression, physical, anger and hostility. These findings are similar with results of Stern and Fodor (1989), Lohmn (1992), Borch and colleagues (1984). They also concluded that the teaching of problem-solving strategies reduce aggression in people.

Also findings showed that learning cognitive social skills such as schemas of problem solving reduces

verbal and physical aggression and this same with study of Ronto (2008).

According to our study, the findings can be explained by several factors such as the biological and genetic factors, environmental learning and cognitive processes involved in aggressive behavior.

Eventually, the effect of an intervention program in this study (problem solving strategies) with respect to different viewpoints can be expressed as follows:

- 1 - The biological and physiological perspective: reducing aggression in experimental group of

problem solving strategies helps to calm nerves and reduce aggression.

2 - from the perspective of behavioral and social learning: can be picked, athletic in individuals of psychological, social, behavioral and communication required to participate in the acquisition of personal and social relationships empowered by their contribution to reducing aggression. Also children through play and physical activity get the necessary information to a social life and are ready to accept responsibility in the community.

3 - The cognitive perspective: In this study, the reduction in violent behavior can be justified in the experimental group, remedy deficiencies in social skills to increase desired behaviors and reducing maladaptive behaviors during intervention research programs in various stages of implementation, it was desirable replacement behaviors instead of aggressive behavior and reduced aggression was effective. This research can be applied in sports fields and by using results, aggression among amateur and professional athletes to substantially reduce.

Resources

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