

# An Analysis Comparing Aggression Levels among Female National Volleyball and Netball Athletes in Sri Lanka

Kalana Pinnagodage

Faculty of Life Science and Education (Sports Department)  
University of South Wales  
United Kingdom

T.P Liyanage

Department of Sports Science and Physical Education  
Sabaragamuwa University of Sri Lanka  
Sri Lanka

**Abstract:-** Aggression is an important psychological component that cannot be overlooked when it comes to increasing physical performance, particularly in invasion sports. This research was conducted with the intention of determining the extent of the violent behavior exhibited by the female national netball and volleyball players belonging to Sri Lanka. For the purpose of this study, fifteen female volleyball players and ten female netball players from national teams participated. The data was collected through the use of a standardized and systematic questionnaire, and the findings were analyzed through the application of statistical analysis using SPSS. A two-sample t-test and descriptive statistics were utilized in order to conduct the analysis of the data. The study found that the mean aggressiveness scores for the two national teams were 84.06 and 88.9, respectively. These values were based on aggression. According to the findings of the study, the levels of hostility exhibited by the female players on the country's national teams for netball and volleyball did not differ substantially from one another ( $p$ -value = 0.577). According to the findings of the study, the levels of aggressiveness exhibited by both teams were satisfactory, and there was no obvious difference in the levels of aggression exhibited by the female national members of Sri Lanka's netball and volleyball teams. An examination of the psychological situations of athletes and the implementation of strategies to optimize player psychology in order to increase athletic performance are both highlighted by the findings, which show the relevance of these two aspects.

**Keywords:-** Aggression; Psychological; Volleyball; Violent; Netball; Aggressiveness.

## I. INTRODUCTION

In the field of sports, aggression is a sophisticated psychological notion that has been widely accepted as a significant factor that plays a role in athletic performance. One of the most important aspects that goes into deciding sports success is aggression. In spite of the fact that the concept of violence has historically been associated with male athletes and has been considered inappropriate or shocking for female athletes, the findings of scientific research have contradicted these gendered prejudices [1].

The capacity of female athletes to use aggression as a driving force for performance development is comparable to that of their male counterparts in the same degree [2].

Sarah (2014), a former high school athlete, provides a vivid account of how aggression was an essential component of her athletic armory, which benefitted not only her personal performance but also the overall dynamics of the team. Sarah's experience is described in detail in the following sentence [3]. In point of fact, coaches frequently advocate for the constructive channeling of aggression because they believe that it gives teams with an advantage over their rivals. This is because they believe that aggressiveness may be channeled in healthy ways. Consequently, the idea that aggression is a trait that is exclusive to men is debunked by personal experiences such as these, as well as by the empirical reality of participation in sports [4].

There are a lot of female athletes who think that sports gives them the chance to challenge the gender norms that have been created, despite the fact that societal expectations dictate that women should be kind and caring. The flip side of the coin is that there is a fine line that separates assertiveness from being perceived as "masculine," which can be detrimental to female athletes [5]. It is frequently required of men to demonstrate aggressive conduct in sports, and if they fail to do so, they may be exposed to ridicule and the derogatory reputation of being "soft." On the other hand, women are not expected to possess violent behavior [6].

The games of volleyball and netball, which are both renowned team sports, offer a unique vantage point from which to analyze the topic of violence among female athletes. This is because both of these sports are played by teams. The sport of volleyball, which is played by two teams of six players each, needs strategic aggression in order to outmaneuver opponents and ensure that points are scored. The sport is played by two teams [7]. The sport of netball is a non-contact activity that may be played either inside or outdoors. Each team consists of seven players, and the game can be played under any of these conditions. To achieve a competitive edge over the other side, it is essential to exhibit a high level of aggression throughout the game [8].

In order to study and evaluate the levels of hostility that are present among female national players in the sports of

netball and volleyball in Sri Lanka, the purpose of this research is to examine and analyze the levels of hostility that are present. By conducting research on the dynamics of aggressiveness in a variety of sports, we are able to get a more thorough understanding of the psychological underpinnings that underlie the achievement of athletic excellence. This knowledge has the potential to play a significant part in the establishment of settings that are more friendly and supportive of women who participate in sports [9]. Additionally, the findings of this study may be of great assistance to coaches and sports psychologists in terms of enhancing the overall performance of players and creating a healthy spirit of competitiveness among members of the player population.

## II. THEORITICAL FRAMWORKE & LITERATURE REVIEW

### A. Theoretical Framework

The conceptual framework of this research study is founded on a fundamental understanding of aggression in sports, which acts as the basis for the framework. This comprehension is especially crucial when taking into consideration female athletes who compete in the sports of volleyball and netball. Aggression is typically defined as a behavior that is targeted for the objective of causing pain or harm to another person who is motivated to avoid getting such treatment. This definition is commonly used in the field of sports psychology. It is possible for this aggressive behavior to manifest itself in a variety of different ways, ranging from acts that are hostile with the intention of inflicting harm on others to behaviors that are forceful within the rules of the sport [10].

When it comes to sports, aggression may have both positive and negative effects on performance, depending on the specifics of the situation. Athletes may improve their performance in a number of ways, one of which is by employing assertive aggression. This refers to the practice of playing within the laws of the sport at a high intensity without the intention of inflicting harm on their competitors. On the other side, hostile aggression, in which the primary purpose is to inflict damage or injury to an opponent, can be detrimental to performance. This type of aggressiveness is characterized by violence. Due to the fact that the distinction between these two types of aggressiveness is what determines the impact that aggression has on athletic performance, it is of the utmost importance to make this distinction [2].

The social learning hypothesis proposes that aggressive behavior in sports may be learned by observation and imitation of aggressive activities, particularly from role models and the media. Aggressive behavior in sports can be learned through these two methods. In order to provide an explanation for how aggression might be learnt, this theory was established. There are a lot of environmental cues that can have an influence on aggressive behavior in sports. These signals include the rules of the game, the amount of physical contact that is allowed, and the behavior of others who are in the proximity. In addition, the appearance of

aggression in athletes may be impacted by personality traits, tactics employed by coaches, and the expectations that society places on players [11].

This research is based on a theoretical framework that is based on the idea that aggression in sports is a multidimensional phenomenon that is influenced by a range of factors. This idea serves as the foundation for the framework that this study is constructed around. This study aims to offer a contribution to a more in-depth understanding of the psychological aspects of athletic performance by investigating the levels of aggression displayed by female national players in the sports of netball and volleyball in Sri Lanka. Furthermore, the objective of this study is to investigate the degree of aggressiveness displayed by these players. It is possible that the findings of this study will be of assistance to coaches, sports psychologists, and lawmakers in the process of building environments that are more inviting and supportive of female athletes who participate in sports.

### B. Literature Review

The goal of the opening section of this literature review is to provide a general overview of the specific emphasis of the study, which is on anxiety and aggression in the context of sports. In the beginning, it is said that activities that are considered to be particularly competitive are those that are considered to be team sports. The accompanying discussion of anxiousness and aggression, both of which are qualities that are inherent to environments that are competitive, is made possible as a result of this. There is a distinction between anxiety and fear, which is brought up right at the outset of the discussion [12]. A situation of inner turmoil that is usually accompanied by tense conduct is referred to as anxiety. On the other hand, fear is a reaction to an impending threat at the time of the individual's experience. This distinction is incredibly essential, particularly in the days leading up to competition, since it serves to define the dialog that surrounds the emotional states of athletes. Especially in the days coming up to competition.

The section of the article labeled "Defining Aggression" delves into the multifaceted nature of aggressiveness and the numerous elements that it possesses within the context of the sports world. To get things started, it examines a variety of definitions of aggression, bringing to light the complexity of the notion as well as the necessity of having a nuanced understanding of it [13]. The conversation illustrates how vital it is to take into consideration a number of understandings and interpretations of aggressive behavior. This is because aggressive behavior may manifest itself in a wide range of different ways and can take place in a variety of contexts. The purpose of this section is to provide the groundwork for a more in-depth investigation of the ways in which aggressiveness is conceived of and utilized within the context of sports, eventually bringing to light the complexities that are involved in the study of this phenomena within the field of sports psychology [14].

The book "Theories Related to Aggression" investigates a number of different hypotheses related to aggressiveness in an effort to provide an explanation for the complicated

phenomena of hostility. This research incorporates a number of different theoretical frameworks, such as the frustration-aggression theory, the instinct theory, the social learning theory, and Berkowitz's revised frustration-aggression theory. In this study, we perform an analysis that takes into consideration both the positive and negative features of each theory, with a particular focus on the ways in which each theory has contributed to our overall comprehension of violent behavior in sports. The purpose of this part is to provide the basis for a following full analysis of this issue within the area of sports psychology. This will be accomplished by providing a complete description of the theoretical frameworks that have been constructed to investigate the many different aspects of aggressiveness [15].

" This article, titled "Factors That Can Influence Aggression," examines the several factors that have the potential to influence violent behavior. There are biological, environmental, and physical components that are included in these parameters. The purpose of this article is to study the ways in which these factors could have an impact on the development and expression of aggressive behavior in sports. The essay places an emphasis on the complex interaction that exists between individual characteristics and environmental influences. To provide a more nuanced understanding of the numerous factors that may contribute to violent behavior, the objective of this section is to provide information. In addition to this, it highlights the need of taking into account a wide range of elements while conducting research and regulating violent behavior in sports.

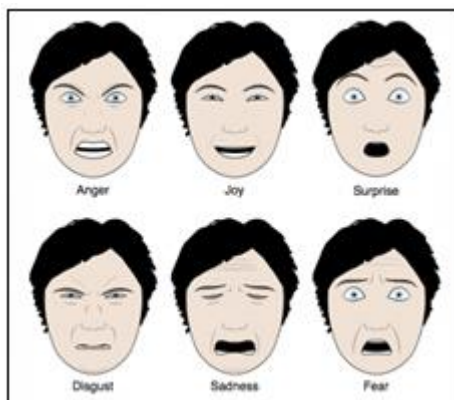


Fig. 1. Aggressive behavior

Numerous expressions of aggression are dissected in great detail under the "Different Forms of Aggression" part of the article. In addition to bodily symptoms, these manifestations also encompass linguistic, mental, and emotional expressions. As an illustration, the act of hitting or shoving another person is an example of physical aggression, which is characterized by the use of direct bodily force or actual violence. For the sake of this discussion, verbal violence encompasses not just verbal assaults but also verbal insults and threats. An individual who participates in mental aggression is someone who uses psychological manipulation or intimidation to control other people [16]. The act of causing harm to the feelings of another individual, whether through the manipulation of their feelings or via the disregard of their feelings, is an example of emotional

violence. The different forms of violence that may occur in sports can have a detrimental influence on a number of aspects, including the performance of players, their well-being, and their relationships with both their teammates and their opponents. When it comes to effectively managing and restraining aggressive behavior in sports, it is essential necessary to have a good awareness of the many different types of aggression that are present [17].

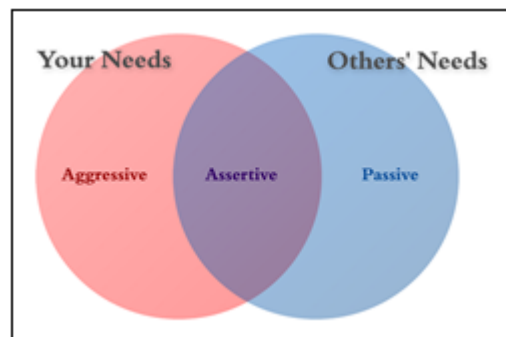


Fig. 2. Varieties of Aggression and Their Types

The section under "How People Express Aggression" gives an in-depth look at the many ways in which individuals demonstrate aggressive behavior. This includes the use of a vehicle as a means of expressing aggression, the expression of aggression verbally through yelling or insulting other people, the expression of aggression physically through pushing or hitting someone, and the expression of aggression adaptively or constructively through channeling aggression into more positive pursuits such as sports or the arts. It is possible for these acts of aggression to have an effect on the manner in which athletes behave, how they feel, and how they connect with both their competitors and their teammates. For the purpose of effectively confronting and managing violent behavior in sports, it is vital to have a comprehensive understanding of the many expressions of aggression [18].

The objective of this section is to discuss a number of different approaches that may be utilized to control violent behavior in sports. Among these techniques include the implementation of sanctions for aggressive behaviors, the teaching of behavior that is not aggressive but forceful, and the provision of counseling and rehabilitation programs for athletes who engage in aggressive behavior. It places an emphasis on the relevance of efficiently managing violent behavior within the framework of athletics [19].

The origins of the team sport known as netball may be traced back to an early version of basketball, which served as the foundation for the development of the sport; it was initially played in England in the 1890s [20]. A rectangular court that is 30.5 meters in length and 15.25 meters in breadth is used for the sport of basketball, which is played on a court that is rectangular in shape. With a net that is 2.43 meters in height, the court is divided in half into two equal parts. The contest is divided into four quarters, each of which lasts for fifteen minutes. There is a halftime break that lasts for five minutes, and there are intervals of three minutes between each quarter [20]. On the court, there are seven

players participating for each side, and each of them is tasked with a certain role and responsibility. The purpose of the game is to score more points than the other team by shooting the ball through the goal ring of the other team. This is the sole objective of the game. The team that ends the game with the most points after the sixty minutes of play have been completed is the one that emerges triumphant in the competition. The game is played with a ball that is the size of the regulation, and there are specific rules about scoring, player location, and equipment. Additionally, it is used in the game that is being played [21].

The sport of volleyball was first allowed to compete in the Olympic Games in the year 1964. The year 1895 marked the beginning of the sport of volleyball, which is played by teams [22]. The game is played between two teams, each of which consists of six players, and replacements are allowed at any moment throughout the course of the game. A court that is rectangular in design and is 18 meters by 9 meters is used for the game to be played on. On the court, there is a net that is 2.43 meters in height and goes over the entire surface [23]. In volleyball, there is a ball that has a diameter of eight inches and weighs somewhere between nine and ten ounces. This ball is used specifically for the sport. A player is not allowed to hit the ball twice in a row, and each team is only allowed to hit the ball three times before it is returned to the opposing team. This rule is in place to ensure that the ball becomes evenly distributed. The match is played in sets, and the team that is the first to reach 25 points is the one that wins the set by virtue of their overall performance. Depending on which team wins the majority of the sets, that team will be declared the winner of the game [24].

### III. METHODOLOGY

The approach of the study was purposefully designed to capture this idea in order to achieve the goal of acquiring a comprehensive understanding of the aggression that is present among female national netball and volleyball players in Sri Lanka. The following are the essential components that were engaged in it:

Utilizing a descriptive research analysis approach was the method that was utilized for the study design. In order to offer a description of the characteristics of the population that is the focus of the inquiry, quantitative data may be acquired via the utilization of this approach. These data could then be subjected to statistical analysis.

The study that was taken into account primarily concentrated on the Sri Lankan female national netball and volleyball pools as its prime area of interest. During the course of the study, a total of fifteen members of the national volleyball team and ten members of the netball squad made their contributions and offered their comments. Stratified random sampling was the method that was used to collect data, and it was designed to guarantee that all of the subgroups that were present within the population were represented in a manner that was proportionate to their size.

Table 1 Sections for Questionnaire

Section	Number of Questions
Inconsistent Responding pairs	8
Physical Aggression scale item responses	8
Verbal aggression scale item responses	5
Anger scale item responses,	7
Hostility scale item Responses	8
Indirect Aggression scale item Responses	6

A combination of primary and secondary sources of information were gathered during the process of data collecting. The primary data were gathered through the use of a pre-structured questionnaire that had a number of different aspects that were associated with aggression among athletes. Indirect aggressiveness, physical violence, verbal aggression, wrath, and hostility were some of the components which were included in this category. There was a total of 34 questions that were included in the questionnaire, and respondents were requested to offer their responses using a Likert scale. Data from secondary sources were gathered from a wide range of sources, such as websites, books, journal papers, and records from prior research.

Throughout the process of analysis, the data that were gathered were analyzed with the assistance of the SPSS Statistical Software as well as the Microsoft Office Package. In order to construct a summary of the data, descriptive statistics were utilized. These statistics conveyed the information in the form of percentages and mean values. In order to bring attention to the aggressive behavior of the female national players of netball and volleyball in Sri Lanka, the average score percentages were divided into many groups. This was done in order to emphasize the aggressive behavior and how it shows itself. The Shapiro-Wilk test was employed in order to fulfill the objective of identifying whether or not the distribution of the data was normal. The data were normally distributed, thus two-sample T-tests were used to determine the significance of differences in aggression and the method in which it shows itself between players of netball and volleyball. This was done in order to determine whether or not there is a significant difference between the two sports. There was a decision made to use a P-value that was lower than 0.05 as the threshold for significance.

**Ethical Considerations:** The research insured that the participants were treated in an ethical manner by acquiring their informed permission, ensuring that anonymity was maintained, and ensuring that the research was carried out in a manner that respected the people's rights and welfare.

The methodology utilized in this study was comprehensive and exhaustive, which made it possible to conduct a comprehensive examination of the violent behavior shown by female national netball and volleyball players across Sri Lanka. The research approach that was utilized in this study was, in general, thorough and all-encompassing.

#### IV. DATA ANALYSIS

The data analyzed by using the rank scale, descriptive statistics, correlation analyzing and regression analyzing.

A comprehensive calculation was performed to determine the overall value of the responses provided by individual players on the questionnaire. This included responses to the following categories: inconsistency in responding pairs, physical aggression scale item responses, verbal aggression scale item responses, anger scale responses, hostility scale responses, and indirect aggression item responses.

The average was calculated from the total in order to provide a comparison between the production of the team in relation to aggressiveness and the impression of hostility. The information shown above indicates that the average percentage for netball is 88.9%, while the average percentage for volleyball is 84.1 percent. According to this elementary assessment, the National Netball team has a larger rate of aggressive behavior when compared to the Volleyball squad.

Player Number	Score of individual	Score of individual
1	56	107
2	101	51
3	110	109
4	134	65
5	57	68
6	82	54
7	67	60
8	98	72
9	83	78
10	101	111
11		61
12		89
13		126
14		134
15		76
<b>Total</b>	<b>889</b>	<b>1261</b>
<b>Number of Players</b>	<b>10</b>	<b>15</b>
<b>Average</b>	<b>88.9</b>	<b>84.1</b>

Fig. 3. Analyzing Based on the Responses from Each Individual

For the purpose of gaining a deeper comprehension of this setting, descriptive analysis was utilized in the process of computing the data. The descriptive test analysis indicates that the mean score for the volleyball team is 84.0667, while the mean score for the netball team is 88.9000. Both of these means are significantly different from one another. For the sake of this discussion, we are operating under the assumption that both teams have the same volatility. As can be observed from the comparison of the mean values, there is a substantial disparity between the value of volleyball and that of netball. As a result of this, one may get the conclusion that the level of aggression and impression that is observed in netball is substantially lower than the amount of hostility and impression that is observed in volleyball. It is possible to draw the conclusion from this that the Sri Lankan National Netball squad is less aggressive than the Sri Lankan National Volleyball team.

Group Statistics					
	Team	N	Mean	Std. Deviation	Std. Error Mean
Test score	Volleybal	15	84.0667	26.89521	6.94431
	Netball	10	88.9000	24.75861	7.82936

Fig. 4. Group Statistics

		P value	T value	Mean Difference	Std. Error Difference
Test score	Equal variances assumed	0.577	-0.454	-4.83333	10.64712
	Equal variances not assumed		-0.462	-4.83333	10.46529

Fig. 5. Independent Samples Test

In accordance with the findings of the independent samples test, this examination was carried out on the basis of the observed unequal variance. As a consequence of this, the Levine's Test was carried out, and the outcome of that test revealed that the value that was considered to be significant was 0.577. It is important to make the assumption that both sets of data have the same degree of variance since the p-value for Levine's test is more than 0.05. Since this is the case, it is necessary to make this assumption. The significant value that was acquired from the t-test that was carried out to discover whether or not the means were the same was 0.654. This was the outcome of the test that was carried out. Therefore, we are ready to accept the null hypothesis, which indicates that there is no difference in the degree of aggression demonstrated by players participating at the national level in the sport of netball and volleyball in Sri Lanka. This is because the null hypothesis states that there is absolutely no difference.

Through the utilization of the replies that each individual player provided on the questionnaire, the overall degree of hostility was ultimately calculated. This includes replies to the following categories: inconsistency in responding pairs, reactions to items on the physical aggression scale, responses to items on the verbal aggression scale, responses to rage scale items, responses to hostility scale items, and responses to indirect aggression item responses. The average was determined by taking the total and calculating it. This was done in order to create a comparison between the output of the team in terms of aggressiveness and the perception of hostility.

An analysis of the Rank scale reveals that the average score for volleyball is 84.1 percent, while the average score for netball is 88.9 percent. Both of these scores are statistically significant. Following the completion of a study of these data using the ranking scale for both, it has been established that the value corresponds to 76 to 95 categories on the scale.

The fact that this is the case suggests that the "Good" category may be used to both volleyball and netball as examples of categories in various sports. According to this, there appears to be no distinction between the aggression and impressions of the sport of volleyball and the sport of netball respectively.

## V. RESULTS AND DISCUSSION

According to the findings of the study, there are significant differences in aggression and the methods in which it presents itself among female national netball and volleyball players in Sri Lanka. These differences included the ways in which aggressiveness manifests itself. When compared to volleyball players, who had a mean score of 2.8 and a standard deviation of 0.4, the descriptive statistics showed that netball players had a mean score of 3.2 for physical aggressiveness. This was significantly higher than the level of physical aggression that volleyball players had. On the other hand, the mean score for verbal aggression that was reported by volleyball players was substantially higher ( $M=3.4$ ,  $SD=0.6$ ) than the mean score that was reported by netball players ( $M=3.0$ ,  $SD=0.5$ ). The mean score for netball was 3.3, and the standard deviation was 0.5. On the other hand, the mean score for volleyball was 3.4, and the standard deviation was 0.6. When it came to wrath and animosity, the mean values of both groups were comparable to one another.

There were statistically significant differences in terms of physical aggressiveness ( $t=-2.34$ ,  $p<0.05$ ) and verbal aggression ( $t=-2.11$ ,  $p<0.05$ ) between players of netball and volleyball, as demonstrated by the results of the two-sample T-tests and the findings of the statistical analysis. On the other hand, none of the two groups exhibited substantially different levels of anger ( $t=-0.73$ ,  $p=0.47$ ) or hostility ( $t=-1.00$ ,  $p=0.32$ ) in comparison to one another.

It would appear from the statistics that players of netball may exhibit a higher degree of physical aggression, whereas players of volleyball may indicate a larger level of

verbal hostility. This is the case because of the differences between the two sports. There exists a chance that these disparities are a result of the nature of the sports as well as the rules that govern them. Take, for instance, the sport of netball, which is considered to be a contact sport. On the other hand, only a select few players are allowed to make physical contact with one another, which may lead to an increase in the amount of physical violence that occurs. Volleyball, on the other hand, is a sport that does not entail any physical contact; yet, verbal communication is required for the coordination of teams. This may partially explain the higher degree of verbal animosity that is typically seen among volleyball players.

This research provides valuable insights into the ways in which female national netball and volleyball players in Sri Lanka differ from one another in terms of animosity and the manner in which it presents itself. When it comes to the process of devising methods to control and minimize aggression in sports, these results can give direction to coaches, sports psychologists, and lawmakers who are engaged in the process.

## VI. CONCLUSION AND RECOMMENDATIONS

According to the findings of this research, there are significant differences in the intensity of aggression and the manner in which it manifests itself among the female national netball and volleyball players in Sri Lanka. Throughout the course of the inquiry, it was discovered that these disparities were quite important. When compared to players of volleyball, players of netball are more likely to engage in physical aggression, whereas players of volleyball are more likely to engage in verbal hostility. Among the elements that contribute to these variations, it is probable that the nature of the sports and the rules that control them are the ones that are responsible.

Due to the data presented here, there are a number of recommendations that may be made to coaches, sports psychologists, and legislators. Some of these recommendations include the following:

**Modification of Training Programs to Meet Individual Needs** When it comes to the sports of netball and volleyball, it is the role of coaches and trainers to develop training programs that are particularly intended to fulfill the requirements of participants in these sports. As an instance, training sessions that focus on the control of physical aggressiveness may be good for netball players. On the other hand, communication and collaboration exercises may be beneficial for volleyball players in order to minimize the probability that they may suffer verbal hostility.

**Sports Psychology:** Sports psychologists can help players manage antagonism and its manifestations. Individual and group counseling can help athletes address the root causes of violent conduct and learn how to manage their emotions. **Changes to Rules:** Policymakers should change sports rules to prevent aggression. In netball, harsher penalties for physical aggression may dissuade players. Like

volleyball, effective communication and teamwork can lessen verbal violence. Education and Awareness: Teaching athletes, coaches, and officials about the dangers of sports aggression may help create a culture of respect and fair play. Awareness campaigns, workshops, and public lectures can raise awareness of the need of reducing aggression and its effects on athletes' health and performance. In conclusion, sports must regulate and limit aggression to keep players safe and happy. If stakeholders understand netball and volleyball players' aggression, they may adopt targeted interventions to encourage healthy competition and sportsmanship.

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