

# Relationship between Self-Discipline, Coaches behaviors and Teammates Factors on Aggressiveness of Youth Football Team in Kedah and Perlis.

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**Abstract:** *The key idea of this study is to investigate the relationship between self-discipline, coach's behaviors and teammate's factors and aggressiveness of youth football team players. This research is a quantitative study using an experimental case study (one-shot case study) method. A total of 30 youth football players from Perlis and Kedah under 18 football team were recruited using purposive sampling, were involved in this study. Researchers used a questionnaire which consists five scale Likert point and data were analyzed using a Pearson's correlation coefficient (r) statistical analysis to identify the correlation between self-disciplines, coaches behaviors and teammates factors towards aggressiveness of these youth football team players by using SPSS version 20. The statistic has shown that youth football team player's self-discipline and coaches behaviors are not the main causes of aggressiveness. Yet teammates, in Perlis and Kedah youth football team, is a leading cause or the main contributing factors of aggressiveness among footballers under the age of 18. Further work is necessary on these issues of aggressiveness.*

**Keywords:** *Aggressiveness in Sport, Football Coaches behaviors, Football Player, Teammates*

## 1. INTRODUCTION

Today's football development in Malaysia is showing strong growth. Football success is a vision for all interested organizations (Karim et al., 2019). The excellence to be achieved in sports, however, is less affected by the presence of negative symptoms which hinder the sport's reputation itself. One of the most popular issues in most sports today is violence (Lulescu, 2015). In recent years, this area has seen significant advances in aggressiveness in sports. This represents an important topic to study because aggression occurs in certain kinds. There are a few examples available in the literature on this issue. Destructive aggression can be considered synonymous to hostility. Recklessness is described as the expression of one's feelings clearly without considering one's benefit, and the exercise of one's right while seeking the rights of

others (Cakir & Acet, 2015). Aggression is an important part of sports today. The interesting sporting patterns are socially justified as they contribute to high-level success in sporting competition. Any interpersonal actions intended to cause physical harm, or mental distress can be described as aggression. It is proven that the athletes' aggressiveness in contact sports is growing. In many sports aggressive players who purposely injure their opponents are normal (Gencheva, 2015).

Aggressiveness in sport remains an open problem in the area. Aggression between persons, organizations, or states may differ verbally, physically, and economically (Benard, 2013). Sport aggression may be attributed to a variety of factors (Reza, 2012). Aggressiveness is one of the critical issues for youngsters. Youngsters are unable to control their aggressive behaviors'; they can easily disregard the norms and principles of the culture in which they reside (Rahimizadeh, Arabnarmi, Mizany, Shahbazi, & Bidgoli, 2011). These problems are certainly strongly interlinked. Students and youngsters are more likely to interpret the behaviors of others as aggressive. Young players' aggressive behavior as a reaction to the behavior of opponents is more typical than that of mature players. Aggressiveness in sport is now a well-understood problem. The aggressive behavior is being used eventually to his benefit. Based on this information, the task of its educator is to set out the requirements of player behavior. Relevant rules and sporting standards are contrasted with daily life experiences (Cakir & Acet, 2015).

Previous studies on verbal aggressiveness in schools contained interesting results (Bekiari, 2016, 2017; Bekiari & Tsiana, 2016). This situation appears to be a typical problem in most such applications. Athletes also viewed their verbally abusive coaches behaviors less trustworthy and reported feeling less inspired (Mazer, Barnes, Grevious, & Boger, 2013). Likewise, the verbal aggressiveness of coaches responded negatively to the perceived mastery environment and the success environment (Bekiari & Sympas, 2015). Furthermore, a study's results showed that verbal violence of coaches was negatively related to the intrinsic motivation of athletes. On the contrary, verbal aggression is positively related to external influence, and a motivation stressed that the verbal aggressiveness of coaches contributed positively to anxiety, autocratic style and negatively to the enjoyment, ability, effort and democratic style of athletes (Bekiari, Perkos, & Gerodimos, 2015).

Studies of the multiple roles (or levels of involvement) a player can consider taking concerning teammates aggression as a result of learning how to respond to aggression are few and far between. Unquestionably, young football players frequently experience aggressive behaviors at school and in sports. For children and youth, the simple truth of being portrayed as a participant at school or in sport is both a risk factor for being affected and for participation (Baar & Wubbels, 2013). School plays a significant part in shaping society and the following generations in this regard. As educators in school, teachers or coaches behaviors will aspire to inculcate students' attributes, beliefs and positive attitudes, whether direct or indirect way (Karim & Ismail, 2019). The key idea of this paper is to investigate the relationship between self-discipline, coaches' behaviors and teammate's factors and aggressiveness in youth football team in Kedah and Perlis.

Therefore, this study aims to examine and determine:

- (i) A correlation between self-disciplines towards aggressiveness in a youth football team
- (ii) A correlation between coaches behaviors towards aggressiveness in a youth football team
- (iii) A correlation between teammates towards aggressiveness in a youth football team

**2. EXPERIMENTAL, MATERIALS AND METHOD**

This section outlines the specific methods used in this research. This research is a quantitative study using an experimental case study (one-shot case study) method. A total of 30 youth football players from Perlis and Kedah under 18 football team were recruited using purposive sampling, involved in this study. Researchers using a questionnaire which consists five scales Likert point (1) Strongly disagree; (2) disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. Data were analyzed using a Pearson’s correlation coefficient (r) (Ahmad Hashim, 2014) statistical analysis to identify the correlation between self-disciplines, coaches behaviors and teammates towards sports aggressiveness by using SPSS version 20.

**3. RESULT AND DISCUSSION**

The aims of this study were to examine and determine:

- (i) A correlation between self-disciplines towards aggressiveness in youth football team
- (ii) A correlation between coaches behaviors towards aggressiveness in youth football team
- (iii) A correlation between teammates towards aggressiveness in a youth football team

**Table 1:**

Correlation between self-discipline and aggressiveness

**Descriptive Statistics**

	Mean	Std. Deviation	N
Self-discipline	34.3000	5.68210	30
Aggressive	10.7667	2.31462	30

**Correlations**

		Self-self-discipline	Aggressive
Self-discipline	Pearson Correlation	1	.383*
	Sig. (2-tailed)		.037
	N	30	30
Aggressive	Pearson Correlation	.383*	1
	Sig. (2-tailed)	.037	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient value between the self-discipline mean score and the aggressive mean min score was positive and low ( $r = .383$ ). The correlation between the two variables was significant ( $r = .383, n = 30, p = 0.037, p < 0.05$ )

**Table 2:**

Correlation between coach's behaviors' and aggressiveness

**Descriptive Statistics**

	Mean	Std. Deviation	N
Coach behaviors	13.2000	3.20990	30
Aggressive	10.7667	2.31462	30

**Correlations**

		Coach's behavior's	Aggressive
Coach behaviors	Pearson Correlation	1	.220
	Sig. (2-tailed)		.243
	N	30	30
Aggressive	Pearson Correlation	.220	1
	Sig. (2-tailed)	.243	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient value between the coaches behaviors' mean score and the aggressive mean min score was positive ( $r = .220$ ). The correlation between the two variables was significant ( $r = .220, n = 30, p = 0.243, p < 0.05$ )

**Table 3:**

Correlation between teammates and aggressiveness

**Descriptive Statistics**

	Mean	Std. Deviation	N
Teammates	10.2667	2.30342	30
Aggressive	10.7667	2.31462	30

**Correlations**

		Teammates	Aggressive
Teammates	Pearson Correlation	1	.853**

	Sig. (2-tailed)		.000
	N	30	30
	Pearson Correlation	.853**	1
Aggressive	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient value between the teammates mean score and aggressive mean score were positive and high ( $r = .853$ ). The correlation between the two variables was significant ( $r = .853$ ,  $n = 30$ ,  $p = 0.000$ ,  $p < 0.05$ )

We discovered that on statistical analyses, there is no correlation was found between self-discipline and coaches behaviors towards aggressiveness in youth football team players. Those two factors justify to us why other factors exist (Evans, Adler, MacDonald, & Côté, 2016; Spaaij, 2014; Waldron, 2015) that have led to more violence in football.

Based on the results, we make the following observations. The statistic has shown that youth football players self-discipline and coaches behaviors in school (Bekiari, 2012; Karim, Ghafar, & Nadzalan, 2018; Karim & Nadzalan, 2017) are not the main causes of aggressiveness. Yet teammates, in Perlis and Kedah football team, is a leading cause of aggressiveness among footballers under the age of 18. That's because they don't want to see teammates getting humiliated by their rivals and they feared of teammates think that they may not be able to stand up for their teammates when their teammates were provoked by their opponent in a match, as they valued the spirit of togetherness.

Findings for teammates factors show a high correlation between teammates factors and aggressiveness in football (Anastasovski & Velichkovska, 2015; Gendron & Frenette, 2016; Parent & Fortier, 2017). This factor explains teammates for the states of Perlis and Kedah football team have the greatest impact on aggression among footballers under 18. In conclusion, this study demonstrated that self-discipline and coaches behaviors factors are not the primary contributing factors to football aggressiveness. Still, the main contributing factors to aggressiveness among Perlis and Kedah footballers under 18 is a teammate's factor. Further work is necessary on these issues of aggressiveness. More variables can be used to predict the aggressiveness towards football players.

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