

Comparison of Aggressiveness in Sport and Achievement Goals among High Performances Athletes in Malaysia

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Abstract

This study presents a study conducted to evaluate the comparison on aggressiveness in sport and achievement goals among SUKMA athletes. In this particular study, the researcher aims to determine the assertiveness and achievement goals among SUKMA athletes. The sample of this study consisted of 400 SUKMA athletes from various background. Descriptive analysis indicated that athletes showed their assertiveness in sport. The assertiveness in sport among SUKMA athletes measured in terms of go ahead, tripping someone up and assertiveness. For the achievement goals of the sport, it was found that task avoidance is the most influential aspect towards achievement among SUKMA athletes. Result of ANOVA revealed significant differences for assertiveness in sport and achievement goals based on gender, age, experience and types of sport among SUKMA athletes. ANOVA analysis also showed that there are significant differences on assertiveness in sport between age and types of sport among SUKMA athletes. In addition, there is significant differences on achievement goals between types of sport among SUKMA athletes. In conclusion, the results indicate that the authorities involved in the development and planning of the sport programme should know and understand the athletes' aggressiveness in sport and achievement goals to ensure they showed the great performance in sport.

Keywords: Aggressiveness, Achievement Goals, SUKMA Athletes

Introduction

One of the greatest challenges in sports is aggression (Whitley et al., 2015). Agreeing to Krishnaveni & Shahin (2014), any interpersonal behavior expecting to cause torment or distress to another individual is classified as aggressive. Aggressive behavior can happen in sports where competitors anticipate getting laud from guardians, coaches, or peers (Husman & Silva, 1984). Patterns in wear aggression investigation are related to goal achievement (Duda et al., 1991), ethical thinking (Bredemeier & Shields, 1984), gender, and different types of sports (Silva, 1983). Aggression is obvious in particular occasions where the show's rough aim is (Webster et al., 2014). There have been a few investigations of aggression on different levels, extending from in-game to out-of-game to a standard of living. Frustration Aggression Hypothesis could be a prevalent hypothesis in clarifying hostility (Berkowitz, 1965).

Berkowitz's hypothesized that an increment within the level of excitement and outrage created by a trigger (e.g., dissatisfaction) causes an individual to be more prepared to act aggressively. The probability of aggression rises significantly when colleagues, coaches, and guardians remunerate and advance aggressive behavior. A noteworthy amount of inquiring has inspected sports-related forceful behaviors and the forms that oversee them (Stephens, 2001). Achievement goals reflect how people, particularly athletes use their behaviors to influence the results they expect in the achievement context and the results they want to avoid or attain (Janke & Dickhäuser, 2019; Senko et al., 2011).

An undifferentiated concept of ability fails to identify whether the ability is strength or diligence. Ability and effort are differentiated when viewed in the context of interpersonal comparison of measure and ability. When it comes to ability, there is a 2 concept in which mastery achievement goals are associated with an undifferentiated approach. That concept incorporates intrapersonal and absolute evaluation as methods to determining an achievement. Unlike people who measure abilities by individuals' subjective values, people who use performance goals to achieve success use interpersonal evaluation to evaluate their results. Task and ego achievement goals can be interpreted using the terms "task" and "ego," respectively. Concerning overall achievement goals, competence-based development is at the forefront, while the competence-based display is near the top of the list (Elliot et al., 2011).

The achievement goal (3x2) model has tended to produce similar competence outcomes no matter which reference points it's derived from. When using task-based and self-based evaluation, mastery goals improve the model's precision by strengthening tasks and the standards. In contrast, performance goals using other-based evaluations enhance the model by adding various studies and self-standards. Also known as the mastery goal model, the achievement goal model was expanded to incorporate standards of assessment based on whether or not a person wants to work towards task-based or self-based competence, including mastery goals (task-approach, task-avoidance, self-approach, self-avoidance) and performance goals (other-approach, other-avoidance). The 3x2 achievement goal framework makes more sense within the context of sport, as conceptual, empirical, and practical reasons point to the framework's adoption (Mascret et al., 2015). Differentiating task-based and self-based goals empowers individuals to identify their behavior and competence better. In a more specific sense, people involved in sports may priorities achieving their objectives or refining their abilities. Additionally, task and self-based standards have also been shown to be effective in assessing mastery goals. This difference hints that mastery goals may be measuring distinct concepts, which hinders interpreting the findings. In Malaysia, SUKMA games are a youth sports festival organized by the National Sports Council of Malaysia in collaboration with the Malaysian Olympic Council, the National Sports Association, and the State Government. There is sixteen compulsory sport listed in SUKMA games. There are aquatics, badminton, cycling, football, gymnastics, hockey, karate, lawn balls, wushu, archery, Pencak silat, sports, cruise, shoot, squash, and tenpin bowling (National Sports Council of Malaysia, 2021).

Problem Statement

In any case, the data and information in sports inquire about in Malaysia are still restricted, particularly towards aggressiveness in sport. It is irrefutable that a few past ponders inspected the relationship between objective introduction and aggressiveness among beneath 18 handball players (Md Yusop et al., 2018), hostility on chance riding behavior among cruiser road racers (Ismail et al., 2015), hostility within the wearing (Sharif et al., 2017) and aggressive inclinations in Malaysian youth soccer (Aziz, 1998). Investigate (Slavcheva, Fenerova, &

Georgiev, 2008) demonstrates that aggression in rugby may be a particular behavioral shape decided by aggressive states of mind within the wide social environment. The presence or the nonappearance of an aggressive state of mind does not suggest the presence or the nonappearance of such in sport. Concerning the age factor, the examinations appear that the inconclusive sports populace (e.g., 10–14-year-old children, youths, young people, and grown-ups) increments the age the aggression develops (Stephens, 2004;). In any case, other inquires demonstrate no connection between age and aggressiveness (Conroy et al., 2001). This inconsistency in sports brain research implements the continuation of all logical examinations in this range. In this manner, this consider will think about the aggressiveness in sport with goal achievement based on gender, age, experience, and types of sport among SUKMA competitors in Malaysia.

This study are aims to investigate the comparison of aggressiveness in sport and achievement goals between ages, gender, experiences and types of sport. The study contributions will significantly benefit a few people who are for the individual organizing the event, all the athletes involved in the gameplay, the crowds watching the game unfold, as well as others. First, for the person organizing the event, they should ensure that the environment is good enough yet to ensure that athletes are free from any crowded situation. The person organizing the event also could know how to interact with circumstances which the player cannot control by being aggressive. After that, this research will also assist all the sports people who make a significant contribution to the game. As an athlete, they could perhaps ensure that they can deal with all situations where they cannot fulfill something that they want to do, they should know how to deal with situations to ensure that they do not do something unconstitutional during the games. This is that even 6 non-contact players are not allowed to participate in offensive actions before other people or players are injured, also benefit all fans who watch the games. This means, the illegal and legal behavior that can be done by the players and when the audience become a victim of injury, they can know they can sue if the player hurt them during playing the games.

Therefore, the present research aims to

1. To investigate the level of assertiveness in sport and achievement goals among SUKMA athletes.
2. To determine the comparison of assertiveness in sport and achievement goals between gender, age, experience, and types of sport among SUKMA athletes.

The research questions

- i. What is the of assertiveness in sport and achievement goals among SUKMA athletes?
- ii. Is there any comparison of assertiveness in sport and achievement goals between gender, age, experience, and types of sport among SUKMA athletes?

The null hypothesis

Ho: There is significance of assertiveness in sport and achievement goals among SUKMA athletes.

Ho: There is significance difference of assertiveness in sport and achievement goals between gender, age, experience, and types of sport among SUKMA athletes.

Literature Review

Aggression is characterized as a behavior performed intentioned that hurts another living life form (Thirer, 1993). Agreeing to Krishnaveni & Shahin (2014), any interpersonal behavior planning to cause torment or distress to another individual is classified as aggression. Physical hitting, verbal mishandling, and signal are all included under the umbrella term of aggression. Concurring to the Frustration-Aggression Hypothesis by Berkowitz (1969), when an individual is blocked from coming to an objective or accepts, they are falling flat, their dissatisfaction will increase and lead to aggression. Moreover, the Hypothesis of Intuitive claims that all people have a natural aggressive drive that continually develops until discharged. Within the Theory of Social Learning, made by Italian psychologist Bandura (1973), aggression is learned and fortified. In this way, it can conclude that the deliberate to physically or verbally attack somebody can be referred to as aggression. This negative personality trait has been linked to immersion in sports, and it occurs when athletes expect to receive praise from parents, coaches, or peers (Husman & Silva, 1984).

There are two sorts of aggression that have been characterized in sports inquire about, hostile and instrumental. Hostile or receptive hostility is behavior performed with the sole deliberate incurring hurt on an individual (Silva, 1983). Instrumental aggression in sport is behavior that intentioned causes damage or harm to a rival in the interest of another non-aggressive objective such as scoring or winning (Bredemeier & Shield, 1984). In any case, these same activities would speak to aggression (unfriendly or instrumental) if the competitor plans to cause damage (Anshel, 1990). Onlookers also may show hostile or instrumental hostility when they verbally mishandle or toss objects at a contradicting competitor or group. On the off chance that the aim is to physically or mentally harm the competitor, onlookers are antagonistic. They expected to pick an advantage for their group by diverting the restricting player(s), usually considered instrumental hostility.

Far-reaching conviction claims that ladies utilize their bodies in near contact to investigate and improve their characters (Paradis, 2012). In this respect, it has broadly concurred that ladies engage young ladies and ladies by guideline them on their substantial capabilities. There may be a distinction within the handle of learning a contact sport for men and ladies. It is vital to compare sports aggression in ladies across sports groups to be certain of the contrasts between male competitors. It is additionally basic to look at how the findings relate to identity characteristics shaped in the standard of living once the relationship has been analyzed over various sports and between sexual orientations. The inquire about is inconclusive, and a few analysts fight that sporting exercises do not essentially reflect identity characteristics in lifestyle (Thirer, 1993).

Gardner and Janelle's (2002) found that guys seen assertive and aggressive behavior as more genuine than females. It has too broadly concurred that the behaviors illustrated in sporting settings were considered more genuine than those seen in lifestyle. A challenge within the inquire about aggression is that collision sports' thoughts may be skewed since competitors are transcendently male or female. Whereas there have customarily been men's collision sports, barring ladies from support has had the disastrous result of barring ladies from inquiring about, as the prior information demonstrates.

An imperative ponders by Simpson (2001) found that testosterone and its impact on aggression. Changes in hormone concentration can influence disposition and behavior in people significantly. There are a few conceivable reasons for sexual orientation contrasts in aggression, counting natural variables. Concurring to the hypothesis of advancement, everything a person does is done to extend the general quality pool and guarantee the survival of the species. Gender contrasts in behavior can be followed to the developmental basic. Concurring the unused investigation, aggression is presently tied to particular finger digit proportions, proposing that individuals with aggressive behavior moreover have a few particular individual characteristics. When it comes to aggressiveness, the more truncated your file finger is concerning your ring finger, the more aggressive you're likely to be. It is believed that environmental factors also affect a person's mood. Environmental factors such as temperature, noise, drugs, alcohol, steroids, and the presence of weapons have all been proven to lead to increased aggression (Krishnaveni & Shahin, 2014).

Researchers are finding that patterns in sport aggression inquire about are related to different other things, such as goal orientations (Duda et al., 1991), ethical thinking (Bredemeier and Shields, 1986), and gender (Silva, 1983). Other than the ages of 15, the more youthful hockey players are persuaded by the task orientation instead of ego (Osman et al., 2020). A study by Yusop et al (2018) found the relationship between goal orientation and aggressiveness in pre-adult boys who play handball in Negeri Sembilan found that the errand introduction within the female players had a better inclination than the male players. For the sense of self, they had comparable inclinations. In the interim, cognitive and substantial uneasiness is higher in female handball players compared to male players. In general, female players are more likely to lock in in aggressive behavior when compared to male players. While the relationship between aggression and goal orientation was significant in the handball game for players under 18, it was not a substantial factor for adult players.

In various sports, aggression has been investigated (e.g., contact vs. non-contact and individual vs. team. Silva (1983) distinguishes sports contact into three categories: physical collision (connection is required and integral to the game), legal contact (contact is allowed and incidental), and non-contact (or no-impact) (contact between opponents is not allowed). Silva (1983) examined the correlations between the amount of communication in sports and how a team or sport is viewed on the rule violation scale (i.e., concerning aggressive behavior). A consider by Keeler (2007) to measure the same hostility instrumentally.

The differing differences between men and women when it comes to sport types could be due to a different sport socialization process or to the fact that people are disproportionately drawn to certain sports. Prior research has indicated that the amount of time males spends playing contact sports could be negatively correlated with traditional ideas of masculinity and negative attitudes toward women (Allen & Laborde, 2014; Allen et al., 2013; Maier & Lavrakas, 1981). Women who engage in low-feminine sports (such as wrestling and football) held more liberal gender role attitudes than their counterparts who participated in high-feminine sports (Zipp & Nauright, 2018). Lindner (2013) suggests that it could be the way in which women's tendencies to gravitate towards non-traditionally 12 feminine sports reflects a childhood where it was instilled in them to be individual and non-conforming. Non-stereotypical female athletes might choose collision sports because they can enhance their empowerment by

participating in them. While it is true that contact sports might have some value for women, participation may also result in negative physical, mental, and social consequences.

Performance and mastery achievement goals have frequently been defined as competency models. Extending the 2x2 framework to 3x2 is the 3x2 achievement goal model. The competency framework helps define competence-related behavior by providing goals that include both task-based and self-based goals that promote greater precision in the descriptions of behavior. An improved understanding of the mastery achievement goal construct is necessary in order to design sport programs that enhance mastery. The 3x2 achievement goal framework makes more sense within the context of sport, as conceptual, empirical, and practical reasons point to the framework's adoption (Mascret et al., 2015). Students are able to concentrate on mastery goals because those goals focus students' attention on personal standards of learning; on the other hand, students concentrate on performance goals because those goals are focused on comparative or normative standards of performing:

Table 1

Achievement Goal 3x2 Model

Type of Goals	Descriptions
Task Approach Goals	When athletes have mastery-approach goals, they strive to master or know the task they are working on; they are motivated to learn in order to improve their knowledge and abilities. When athletes have performance-approach goals, they do not necessarily care about mastering the task. There is an emphasis on doing better than other students.
Task Avoidance Goals	Athletes who care about not failing in front of others strive to avoid performance. Extrinsic motivation 24 comes from a fear of failure. They have a lot on their minds, one of which is keeping from performing poorly in front of others.
Self-approach Goals	The ability to make choices and manage one's own life is an important concept in psychology known as self-determination
Self-avoidance Goals	To avoid doing worse on the games in this sport competition than normally do on these types of games.
Other approach goal	Do better than opponent on the games in this sport competition.
Other avoidance goal	Avoid doing worse than other opponents on the games in sport competition

Theoretical Framework and Conceptual Framework

This study investigated the comparison of assertiveness in sport and achievement goals between types of sport among SUKMA athletes. Aggression and assertive are two things in common, only the intention of the perpetrator distinguishes them. Aggression behavior differs between men and women, the type of sport involved, the rewards provided also influence an athlete to act aggressively towards their opponents. Comparison of aggressive behavior between men and women in sport (Lenzietal., 1997). Aggressive tendencies in Malaysian youth soccer: an examination of individual and contextual factors (Aziz, 1998). Justifications of Aggressive Behavior in Contact and Semi Contact Sports (Mintah et al., 1999). The impact of team identification on the hostile and instrumental verbal aggression of sportspectators (Wan

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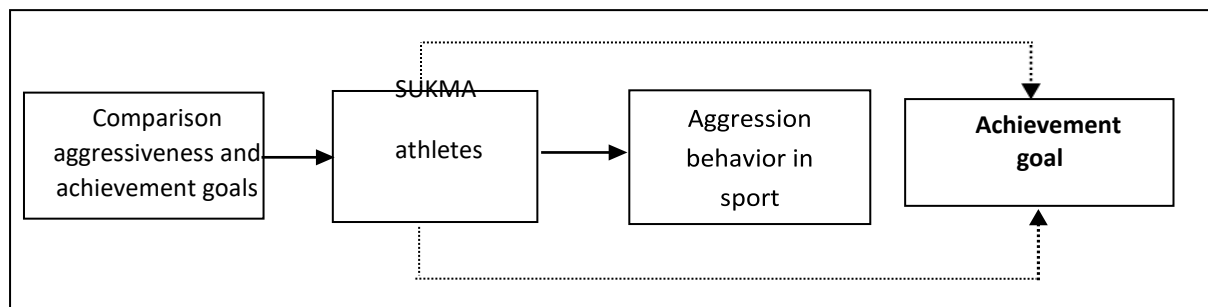


Figure 1: The conceptual framework for the research

The conceptual framework is a generative framework that encapsulates the research process in its essence (Adom, Hussain & Joe 2018). The conceptual framework depicted in Figure 2 was created for each of the study's processes and the underlying variables used to review the new search results. The study concept is derived from the researchers' reading of the literature.

Research Type, Sample, and Study Context

The researchers used a set of questionnaires as instrumentation. This questionnaire will be distributed through the online session, Google Forms standard. Researchers used the questionnaire from this study that was inscribed in bilingual, Malay, and English languages. The questionnaire consists of three-part, part A, part B, and Part C. The variables selected for this study will be measured by using the Aggressiveness in Sport-Measurement Method (AMM) by Makarowski, R. (2013) and The 3x2 Achievement Goal Questionnaire for Sport, (Mascret, N., Elliot, A. J., & Cury, F. (2015). This set of questionnaires was also added with a demographic section, gathering information regarding gender, age, experience, and types of sport.

Data Collection Instrument

The sample is the target small group that has been selected among the population have potential to represent in this study, whereby the population is the individuals in a big group that has characteristic for this research. Besides, the researcher will use simple random sampling is probability sampling. This method has been chosen because the samples of this study are the SUKMA athletes. That means the samples of this study comes from different gender, ages, experiences, and types of sport to suit this research objective. Concurring to table Krejcie and Morgan (1970), the evaluated test that should be taken from the overall populace is 7464 athletes, so the test estimate (S) is 367. A 20% test must be included to maintain a strategic distance from an unreturned rate or drop out the overall test taken is 440 athletes that will be taken to create the questionnaire and get precise information for this objective of this point.

Table 2

Aggressiveness in Sport – Measurement Method Questionnaire (AMM)

Factors	Number of questions
Item 1: Go Ahead	1-5
Item 2: Tripping Someone Up	6-10
Item 3: Assertiveness	11-15

Based on the Aggressiveness in Sport – Measurement Method (AMM) above. There are three factors which are Item 1: Go Ahead, Item 2: Tripping Someone, and Item 3: Assertiveness. Each item consists of five questions, respectively 5-point Likert scale 1 (Absolutely Not) to 5 (Absolutely Yes). Report Cronbach's alpha from the previous journal is 0.83 for "Go Ahead," 0.86 for "Tripping Someone," 0.89 for "Assertiveness." The analysis results indicate that the reliability of distinguished scales is highly satisfying.

Table 3

The 3x2 Achievement Goal Questionnaire for Sport

Factors	Number of questions
Item 1: Task-approach goals	1-3
Item 2: Task-avoidance goals	4-6
Item 3: Self-approach goals	7-9
Item 4: Self-avoidance goals	10-12
Item 5: Other-approach goals	13-15
Item 6: Other-avoidance goals	16-18

For the 3x2 Achievement Goal Questionnaire for Sport, here are three factors with their previous report Cronbach's alpha which is Item 1: Task-approach goals (0.80), Item 2: Task-avoidance goals (0.87), Item 3: Self-approach goals (0.86), Item 4: Self-avoidance goals (0.90), Item 5: Other-approach goals (0.92), and Item 6: Other-avoidance goals (0.93). For each item, put a mark on the scale from 1 (strongly disagree) to 7 (strongly agree) to indicate the level of agreement with the statement. The analysis results indicate that the reliability of distinguished scales is highly satisfying.

Findings

This chapter explained the findings obtained based on the research questionnaire about the aggressiveness in Sport and achievement goals among SUKMA Athletes. The main focus of the study referred to the data generated from the questionnaire. All the data gathered are analyzed using *Statistical Package for The Social Sciences (SPSS), Version 25 For Windows*.

Respondents chosen among the SUKMA athlete to be analyzed demographic distribution of the respondents such as age, gender, types of sports, and experience participate in sports competition comprised of 400 respondents. Table 4 shows the distribution of frequency and percentage of the demographic respondents. The age showed 62 respondents, or 15.5% are

between 10 to 15 years old. 257 respondents followed it, or 64.3% are between 16 to 20 years. Then, the respondents between 21 to 25 years old are 77 respondents or 19.3% and between 26 to 30 years showed 4 respondents or 1.0%. This illustrated that the highest number of respondents between 16 to 20 years and the lowest allocated by the respondents are between 26 to 30 years. Next, the gender reported that 214 respondents, or 53.5% are males involved in this study and a total of 186 respondents, or 46.5%, are females. This show the respondent by the male is higher than female.

Based on the data, many types of sport in competition. Therefore, these findings showed, majority of the respondents are athletes in bowling with 57 respondents or 14.3%, followed by Silat with 54 respondents or 13.5%, netball with 44 respondents or 11.5%), football with 36 respondents or 9%, cycling with 34 respondents or 8.5% and taekwondo with 30 respondents or 7.5%. Meanwhile, the minority of the respondents are athletes in squash, with 1 respondent or 0.3%.

Lastly, the experience of participates in sport completion showed the majority of the respondents have less than 5 years with 251 respondents or 62.8, followed by 6 to 10 years with 135 respondents or 33.8% and the minority of the respondents are 14 respondents or 3.5%.

Table 4

Demographic Respondents

Demographic	Frequency (N)	Percentage (%)
Age		
10-15 years	62	15.5
16-20 years	257	64.3
21-25 years	77	19.3
26-30 years	4	1.0
Gender		
Male	214	53.5
Female	186	46.5
Types of Sport		
Badminton	26	6.5
Bowling	57	14.3
Cycling	34	8.5
Football	36	9.0
Handball	29	7.3
Hockey	30	7.5
Muay Thai	15	3.8
Netball	44	11.0
Sailing	9	2.3
Sepak Takraw	16	4.0
Silat	54	13.5
Softball	6	1.5
Squash	1	0.3

Taekwando	30	7.5
Volleyball	13	3.3
Experience		
Less than 5 years	251	62.8
6-10 years	135	33.8
11-15 years	14	3.5

Table 5 represents the differences in assertiveness in sport between ages among SUKMA athletes. The assertiveness results showed the age between 16 to 20 years is the highest mean (Mean = 3.37, SD = 0.47), and age between 26 to 30 years showed the lowest mean (Mean = 2.63, SD = 0.73). ANOVA analysis results show significant differences in assertiveness that the $F(3, 396) = 7.83$. $p = 0.00$ when 0.00 less than the value of 0.05. In conclusion, there are significant differences in assertiveness in sport between ages among SUKMA athletes. Thus the hypothesis is accepted.

Table 5

Differences in assertiveness in sport between age among SUKMA athletes.

	Mean	Std. Deviation	df	F	Significant
Assertiveness 10-15 years	3.21	0.43	396	7.88	0
16-20 years	3.37	0.47			
21-25 years	3.15	0.46			
26-30 years	2.63	0.73			

Table 6 represents the differences in achievement goals between ages among SUKMA athletes. The results showed the age between 26 to 30 years is the highest mean (Mean = 6.38, SD = 0.64), and age between 21 to 25 years showed the lowest mean (Mean = 6.10, SD = 0.73). ANOVA analysis results show significant differences in assertiveness that the $F(3, 396) = 0.31$. $p = 0.81$ when 0.81 greater than the value of 0.05. In conclusion, there are no significant differences in achievement goals. Thus the hypothesis is rejected.

Table 6

Differences in achievement goals between age among SUKMA athletes

	Mean	Std. Deviation	df	F	Significant
Achievement Goals 10-15 years	6.11	0.71	396	0.31	0.81
16-20 years	6.14	0.64			
21-25 years	6.10	0.73			
26-30 years	6.38	0.64			

Discussion

This chapter contains studies and suggestions. SUKMA athlete survey links violence to objectives. Additionally, research implications are highlighted. The study also analysed SUKMA

athletes' aggression and achievement goals. Go-ahead, tripping, and assertiveness measure sports aggression. Success is measured by task approach, task avoidance, self-approach, self-avoidance, other approach, and other avoidance goals. Give sports and coach feedback. They must achieve for themselves. People said they're not afraid to dispute with superiors. Truth requires guts, they say. Results match Stephens (2001) because sports promote aggression and function. Regular sports rivalry intrigues academically. Go-ahead boosts athletic aggression. The results revealed athletes acted nicely and represented themselves. This section investigated respondents' achievement goals by task approach, task avoidance, self-approach, self-avoidance, other approach, and other avoidance. Task approach goals show success seeking. They can join state and nation for performance. They want great results. Elliot & McGregor (2001) say mastery-approach opponents use skill. They wish to memorise an assignment. To avoid tasks, athletes must improve. They must work better, respondents said. They got better athletically. Ability to finish. It appears age and sport type affect SUKMA athletes' assertiveness and achievement goals. These characteristics affect SUKMA athletes' aggressiveness and achievement goals and must be addressed. Studies demonstrate assertiveness and achievement goals depend on age and sport. The age and sport of SUKMA athletes determine their aims. De la Rubia et al (2020) agree that age affects sports aggression and success. According to Medic et al (2007), age affects athletic performance.

In exploring the dynamics of competitive sports, the study of aggressiveness and its correlation with achievement goals among athletes provides insightful data, particularly for Sukma competitors. This discussion delves into the implications of these psychological aspects on athletes' performance and behavior. A real study supports the conceptual framework's theory. This study indicated that go-ahead most affects SUKMA athletes' hostility. Success is mainly affected by task avoidance. Study examined SUKMA athletes' athletic aggression and goal-setting. The findings compare those two criteria and add to literature. These data can help SUKMA athletes grasp sport aggression and achievement goals. It helps athlete management prioritise sports performance. So they might improve any linked areas to motivate and perform better to make their state proud. SUKMA athletes' hostility is permission-based. Success is mainly affected by task avoidance. The study compares athletic aggression with achievement goals. The management will care for athletes.

The study indicated sport animosity and achievement ambitions. Sports motivation for kids must go beyond performance and drive. A research method compares sports aggression with athlete achievement goals for better results. Interviews offer more useful data. Qualitative and quantitative research methodologies enhance research.

Expand this study by comparing SUKMA and Sukan Sea athletes' aggression and aims. More respondents in samples improves findings. Future researchers need more time. The limited research period stresses the researcher. The researcher often makes unnoticed mistakes. Future researchers can modify pilot questionnaires with extensions. Other parameter measurements may explain the substantial result. Interviews or observations at each site and reaction are research methods. Encouragement and recognition help athletes develop stakeholder ideas and top management abilities. Therefore, a complete study on motivating and rewarding sportsmen to improve boldness and success is essential.

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