

## DETERMINATION OF AGGRESSION LEVELS OF SOLDIERS IN THE CITY OF ISPARTA

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**Abstract:** Within the scope of this study, determination of aggression levels of soldiers who are on duty in Isparta was inspected by means of several dimensions.

Population of the study comprises of the soldiers in the provincial center of Isparta. As measurement tool, questionnaire was applied on those soldiers.

In the collection of data, personal information forms and aggression level determination scales were used.

Findings of the study may be summarized as it follows:

**According to Table 1**, minimum height level of 172 participants is 150, and maximum height level is 195. According to the analysis, average height level is 175,0585 while standard deviation is 9,47735. Again, according to Table 1, minimum weight level of 171 participants is 60, and maximum weight level is 95. According to this analysis, average weight level is 76,8889 while standard deviation is 7,21473.

**According to Table 2**, in terms of education levels of 172 participants' fathers; 32 of them were graduated from Primary School (18,6%), 56 of them were graduated from Secondary School (32,6%), 64 of them were graduated from High School (37,2%), 20 of them were graduated from Academy or University (11,6%). **According to Table 3**, in terms of education levels of 172 participants' mothers; 33 of them were graduated from Primary School (19,2%), 32 of them were graduated from Secondary School (18,6%), 78 of them were graduated from High School (45,3%), 27 of them were graduated from Academy or University (15,7) and 2 of them determined as Other (1,2%). **According to Table 4**, number of children within the families of 172 participants is as it follows: 1 child – 18 participants (10,5%), 2 children – 68 (39,5%), 3 children – 56 (32,6%), 4 children – 26 (15,1%), and 4 of the participants' families have 5 and more children (2,3%). **According to Table 5**, monthly-income levels of those 172 participants' families are as it follows: 23 participants – 1000 – 1500 TLs (13,4%), 81 participants – 1501 – 2000 TLs (47,1%), 45 participants – 2001 – 2500 TLs (26,2%), 17 participants – 2501 – 3000 TLs (9,9%), and 6 participants – 3001 and more (3,5%). **According to Table 6**, number of years that 172 participants do sports is; 54 participants between 1 – 3 years (31,4%), 55 participants between 3 – 5 years (32,0%), 30 participants between 5 – 8 years (17,4%), 26 participants between 8 – 10 years (15,1%), 7 participants between 10 – 20 years (4,1%). **According to Table 7**, when sub-dimension of passive aggression of participants subjects are explored in terms of the fact that whether they do sports or not, passive aggression points of the ones doing team sports is not significantly higher than the points of the ones who do personal sports ( $P>0,05$ ).

### INTRODUCTION

In our society, it is observed that behaviors including violence and aggression are progressively increasing. In our daily lives, violence has become an experience that we can face at anytime and anywhere. Especially manners and approaches of media and communication systems in the direction of supporting the images of violence and aggression cause the increase in the levels of acts of violence. Moreover, this increase in acts of violence makes individuals get accustomed to those experiences in time, and perceive these experiences as normal. In this direction, violence remains a part of our lives in different dimensions (1).

Violence can be depicted as a way of behavior that may give harm to all living creatures or a way of behavior that express current aggressive behavior of human beings via facial mimics and verbal statements (2).

Aggressiveness is a mutual impulse for all of the living creatures. Aggressiveness is considered as a sub-impulse that exist in nutrition, protection and sexual urges and that integrates and unites them altogether (3). Aggression is also an important problem that progressively increases at any level of our lives, on street, at school, and within the family. Increase in the events of violence and aggression, spread of aggression to the school due to that increase, and their being common among school-age children and young people makes it compulsory for experts to determine permanent act plans within the scope of sciences.

There are several reasons that trigger aggression. One of these reasons is anger while another is frustration. One of the reactions that an individual respond to an unpleasant situation such as annoyance or fear is anger. Also, aggression is generally procured as a direct reflection of anger (4). Another reason that triggers aggression is disappointment, in other words it is frustration. Act of violence is a typical behavior that occurs along with the sense of frustration. While some of the acts of violence remove the condition that procures the sense of frustration, others make the situation worse (5).

People with advanced communication skills understand the others persons better in terms of human communication. Along with this, people with poor communication skills both have difficulty in reflecting their ideas to other people and are not able to understand the other people in a proper way. As a result of such lacks that are observed in communication, tendencies of individuals towards aggressive behaviors increase.

Human beings are obliged to communicate with other people at any level of their lives. Whether or not they are going to be successful in these communicational relationships depends on whether they understand and accept themselves and the others (6). Empathy is “a person’s putting himself / herself into another person’s shoes and understanding the other’s feelings and senses in a correct way” (7).

Empathy has an important place in human life, in interpersonal relationships and in daily lives. A human being has relationships with other people in their lives at several different levels. While those interpersonal relationships may be positive and constructive, they sometimes may include some problems. A human being is re-defined within his / her relationships and those relationships determine life quality of human beings. As days pass, human beings face a more intense and complicated interpersonal relationships. People’s mutual understanding and listening to each other is one of the most important factors that regulate social lives of people (8).

According to the studies; an important reason behind aggression is frustration. For children, prevention may cause regression; for example a 3-years-old child who encounters physical and emotional obscuring may turn back to previous developmental step by crawling though it happens as short periods. However, obscuring mostly creates aggression, and this situation shows that when a person becomes an adult, he / she will still experience the same events (9).

Dollard et al. (1939) state within the scope of frustration – aggression hypothesis that occurrence of act of behavior always depends on the occurrence of frustration and existence of frustration always causes aggression. Whenever frustration occurs, it becomes inevitable that aggression occurs as different levels and in different ways. Frustration may be depicted as a situation that is procured as a result of exposition to an intervention while tending towards a certain aim, i.e. being detained from reaching a certain target (10).

In consequence of social experiences, the first lesson that human beings learn is to keep their direct aggressive reactions in and to suppress them. In this way, violent tendencies are prevented from being occurred; there reactions are temporarily suppressed, postponed and change their places and shapes (11).

## **MATERIAL AND METHOD**

In this section, data collecting techniques, analysis methods of data and population that are used within the scope of this study are explained.

### **Method of Materials**

Within the scope of this study, in the direction of exploration of aggression levels of soldiers, method of scanning with questionnaire was used.

### **Research Staff**

Population of the study includes soldiers who serve their mandatory military duties in Isparta in the year of 2014. Paradigm of the study, moreover, comprises of 175 soldiers in Isparta.

### Data Collecting Tools

Within the scope of this study, aggression inventory including 30 articles, trustworthiness of which was developed by İpek İltter KİPER (1984) in order to measure the levels of aggression. Before question – answer forms, a section with necessary explanations and a question paper that is to determine the demographic features of the participants were given. Section showing the demographic features consist of 14 questions such as physical characteristics of the participants, sports branch that they are active within, for how many years they have been actively doing sports, monthly income of their families, number of children within their families, educational levels of their mothers and fathers, whether or not there is discrimination between the children among their families, self-reliability, participation in cultural and social activities, and what kinds of TV programs that they are interested in, etc. Inventory includes 3 sections including 10 questions per each section whose titles are devastating aggression, venturous aggression and passive aggression.

In this section that include questions and answers, questions are placed as three by three, and for the last three questions, they are placed as one by one. Participants were asked to answer the questions via 7 points Likert scale as “never matches with me” -3 and “mostly matches with me” +3. Participants who answered each question as “never matches with me” should have get -30 points from each sub-test while participants who answered each question as “mostly matches with me” should have get +30 points from each sub-test. Statistically, as it is seen that – points cannot be used as bare facts, moreover, as it is understood that digit of 0 would have caused a trouble in statistical analysis; 31 points have been added to each point. Therefore, points gained from each sub-test are converted to 1 as the lowest digit and 61 as the highest digit.

-30	-20	-10	0	+10	+20	+30
31	31	31	31	31	31	31
1	11	21	31	41	51	61

### 2.4. Statistical Analysis

In evaluation of data and determination of calculated values, SPSS 15.0 statistical package program was used. According to test of normality, t test and One – Way ANOVA were used for independent groups from parametric tests for data with normal distribution, and for data that don't show normal distribution; Mann-Whitney U and Kruskal Wallis H tests from non-parametric tests were used. And for variant homogeneity, Tamhane and Tukey tests from Post Hoc Multiple Comparisons tests were used. In addition, frequency and % calculations were made for independent variants. In order to determine the relationship between sub-dimensions of aggression, Pearson coefficient of correlation was calculated. In these studies, error performance parameter was considered as 0.05 and 0.01.

### FINDINGS

Analysis of questionnaire scan results that were applied within the scope of this study is given below.

**Table 1:BOY VE KİLO ORTALAMASI**

	N	Minimum	Maximum	Average	SD
Height	172	150,00	195,00	175,0585	9,47735
Weight	172	60,00	95,00	76,8889	7,21473

According to Table 1, minimum height level of 172 participants is 150, and maximum height level is 195. According to the analysis, average height level is 175,0585 while standard deviation is 9,47735. Again, according to Table 1, minimum weight level of 171 participants is 60, and maximum weight level is 95. According to this analysis, average weight level is 76,8889 while standard deviation is 7,21473.

**Table 2: EDUCATIONAL LEVEL OF FATHER**

	N	%
Primary School Graduate	32	18,6
Secondary School Graduate	56	32,6
High School Graduate	64	37,2
Academy of University Graduate	20	11,6
Total	172	100,0

According to Table 2, in terms of education levels of 172 participants' fathers; 32 of them were graduated from Primary School (18,6%), 56 of them were graduated from Secondary School (32,6%), 64 of them were graduated from High School (37,2%), 20 of them were graduated from Academy or University (11,6%).

**Table 3: EDUCATIONAL LEVEL OF MOTHER**

	N	%
Primary School Graduate	33	19,2
Secondary School Graduate	32	18,6
High School Graduate	78	45,3
Academy of University Graduate	27	15,7
Other	2	1,2
Total	172	100,0

According to Table 3, in terms of education levels of 172 participants' mothers; 33 of them were graduated from Primary School (19,2%), 32 of them were graduated from Secondary School (18,6%), 78 of them were graduated from High School (45,3%), 27 of them were graduated from Academy or University (15,7) and 2 of them determined as Other (1,2%).

**Table 4: NUMBER OF CHILDREN OF THE FAMILIES OF PARTICIPANTS INCLUDING THEMSELVES**

	N	%
1	18	10,5
2	68	39,5
3	56	32,6
4	26	15,1
5 or more	4	2,3
Total	172	100,0

According to Table 4, number of children within the families of 172 participants is as it follows: 1 child – 18 participants (10,5%), 2 children – 68 (39,5%), 3 children – 56 (32,6%), 4 children – 26 (15,1%), and 4 of the participants' families have 5 and more children (2,3%).

**Table 5: MONTHLY INCOME OF THE FAMILY**

	N	%
1000-1500	23	13,4
1501-2000	81	47,1
2001-2500	45	26,2
2501-3000	17	9,9
More than 3001	6	3,5
Total	172	100,0

According to Table 5, monthly-income levels of those 172 participants' families are as it follows: 23 participants – 1000 – 1500 TLs (13,4%), 81 participants – 1501 – 2000 TLs (47,1%), 45 participants – 2001 – 2500 TLs (26,2%), 17 participants – 2501 – 3000 TLs (9,9%), and 6 participants – 3001 and more (3,5%).

**Table 6: FOR HOW MANY YEARS HAVE YOU BEEN DOING SPORTS?**

	N	%
1-3	54	31,4
3-5	55	32,0
5-8	30	17,4
8-10	26	15,1
10-20	7	4,1
Total	172	100

According to Table 6, number of years that 172 participants do sports is; 54 participants between 1 – 3 years (31,4%), 55 participants between 3 – 5 years (32,0%), 30 participants between 5 – 8 years (17,4%), 26 participants between 8 – 10 years (15,1%), 7 participants between 10 – 20 years (4,1%).

**Table 7 :COMPARISON OF THE ONES DOING PERSONAL SPORTS AND TEAM SPORTS**

VARIABLES		N	AVR	SD	T	P
DEVASTATING	PERSONAL SPORTS	70	59,9429	8,72093	0,44	,965
	TEAM SPORTS	101	59,8812	9,29547		
VENTUROUS	PERSONAL SPORTS	70	61,1143	61,1143	-,757	,450
	TEAM SPORTS	101	62,1485	62,1485		
PASSIVE	PERSONAL SPORTS	70	57,6000	57,6000	-,128	,898
	TEAM SPORTS	101	57,79724	57,7921		

According to Table 7, when sub-dimension of passive aggression of participants subjects are explored in terms of the fact that whether they do sports or not, passive aggression points of the ones doing team sports is not significantly higher than the points of the ones who do personal sports ( $P>0,05$ ).

When comparing the points collected for venturous aggression and aggression in terms of personal or team sports, not a significant statistical difference is observed between them ( $P>0,05$ ).

## RESULT

According to Table 1, minimum height level of 172 participants is 150, and maximum height level is 195. According to the analysis, average height level is 175,0585 while standard deviation is 9,47735. Again, according to Table 1, minimum weight level of 171 participants is 60, and maximum weight level is 95. According to this analysis, average weight level is 76,8889 while standard deviation is 7,21473.

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## SUGGESTIONS

We are of opinion that similar studies should be applied to especially primary school students and all other educational establishments due to the fact that acts of violence increase in recent days, therefore children's behaviors will take shape in a more proper way when they become adults.

It is important to procure similar studies by establishing control groups for campaign and team sports or sports at other branches.

Everyone who is a part of sports atmosphere may keep away from aggressive and violent behaviors.

We think that all of sports activities that are performed in order to prevent from aggressive behaviors should be turned into an activity that seethes people with each other with senses of companionship and fraternity.

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