



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (RJIF): 5.38
IJPESH 2015; 1(6): 179-181
© 2015 IJPESH
www.kheljournal.com
Received: 16-05-2015
Accepted: 23-06-2015

Dr. Narender Singh Siwach
Associate Professor (Physical Education), Govt. P.G. College, Sector - 1, Panchkula, Haryana, India

A Comparative study of emotional intelligence between throwers and jumpers

Dr. Narender Singh Siwach

Abstract

The aim of the present study was to investigate the emotional intelligence between throwers and jumpers. To attain the purpose of the study inter-collegiate level 50 throwers and 50 jumpers were selected as sample from different colleges under Kurukshetra University, Kurukshetra, Haryana in the year of 2015-16. The subject's age ranges from 20-25 years. The data for the study were collected by using closed ended questionnaire method. The scores on Emotional intelligence were collected by Emotional intelligence Inventory prepared by Dr. Sam Sunanda Raj & Jayaraj B. (1998). To find out the significance of Mean difference between throwers and jumpers, Statistical technique 't' test was used to compare the emotional intelligence between selected groups. The results revealed that there was no significant difference found in throwers and jumpers.

Keywords: Emotional intelligence, inter collegiate, throwers and jumpers

Introduction

Physical education is most important factor of common education. It is the education through physical activities. The aim of the education is overall development of human being. The aim of the physical education is not out of common education it helps to overall development of child through physical activities.

Today sports has considered as international discipline as it develops international understanding and universal brotherhood. Sports develop national character and also it provides to fullest self expression to man and it is one of the fundamental needs. Human being is considered as an intellectual animal that wants to participate in physical activities to attain personal achieve growth and development and to maintain good health. It is natural is both quality and a child to participate in activities like running, jumping, throwing etc. Sport is a dynamic, creative, continuous process which gives meaning to reflect and the values believe and ethics of participation. Sports is a chief component in promoting friendship, peace and understanding between people society and country because the trouble free delight come only from sport.

Jumps and Throws are very popular events in sports arena especially in track and field and draw a great amount of attention from athletes and spectators. Jumps and Throws are two complex tasks that require high neuromuscular demand and psychological attainment in all aspects to perform at peak levels. In this study I have focused on the influence of psychological factor delimited to emotional intelligence variable on Jumps and Throws events. Psychology is the study of human behaviour and human relationship. Sports psychology means applying psychological theories and concepts to aspects or sports such as coaching and teaching. Sports psychology is concerned with analyzing human behaviour in various types of sport settings. It is individuals' behaviour acting individually and acting in a group. This sport psychologist uses psychological in assessment techniques and intervention strategies are on effort to help individuals to achieve their optimal performance.

Mayer and Salovey (1997: 5) defined Emotional Intelligence (EI) as "the ability to perceive emotions, to assess and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". Petrides (2011: 657) states that there are two EI constructs (trait and ability), differentiated by the methods used to operationalise them. Trait EI is measured via

Corresponding Author:
Dr. Narender Singh Siwach
Associate Professor (Physical Education), Govt. P.G. College, Sector - 1, Panchkula, Haryana, India

self – report questions, whilst ability EI is measured using maximum performance tests, i.e. questions that have ‘right’ or ‘wrong’ answers (Petrides, 2011: 657). Trait EI is formally defined as a “constellation of emotional self-perceptions located at the lower levels of personality hierarchies” (Petrides, Pita, and Kokkinaki 2007: 283).

Emotions play an important role in sport performance (Jones 2003:471). The research below supports this, High EI has been proven to be beneficial for athletes of team sports improving their performance. Crombie, Lombard, and Noakes (2009) found that team EI scores gained through ability test in cricket were positively related to the team’s performance over two seasons. This suggests that team EI scores are a significant predictor of sports performance. According to Zizzi *et al.* (2003), an athlete must recognise their emotions, as well as their teammates and opponents emotions, in order to perform well in team sports.

Moreover, at the individual level higher EI was found to be positively related to the use of psychological skills, such as imagery and self-talk (Lane, Thelwell, Lowther, & Devonport 2009) which have been proven to aid performance. Another positive effect EI is found to be related to task- oriented coping in table tennis players for different stressful situations (Laborde & Salinas, in press). Facing stress and anxiety is common for all athletes. Especially those that are to perform at the highest level, they in particular must cope appropriately with stress when under lots of pressure. Hassan alian (2005) in an investigation under the title of comparison of emotional intelligence of champions and athletes of group and individual sports with non athlete individuals came to the final result that non athletes in terms of emotional intelligence, intra-individual intelligence, inter-individual intelligence, adaptability, stress control and common temperament. In addition, difference of athletic champions from other athletes, in addition to the above mentioned aspects, in sub emotional self-consciousness tests, i e., Self-assertiveness, self-regard, independence, intimacy, accepting social responsibility, problem solving, reality test, stress endurance, shock control and optimism was significant. Level of inter-personnel intelligence in athletes of group sports was more than athletes of individual sports. Besharet, Abbasi & Mirza Kamsefidi (2005) in an investigated under the title of “Athletic success in group and individual sports based on emotional intelligence” came to the final decision that there is a positive relationship between emotional intelligence and athletic success in group and individual sports.

Purposes of the Study

The main purpose of this study was to assess the Emotional-Intelligence level of Jumpers and Throwers of Kurukshetra University, Kurukshetra, Haryana.

The secondary purpose of this study was to compare the Emotional Intelligence level among Jumpers and Throwers of Kurukshetra University, Kurukshetra, Haryana.

Statement of the Problem

“Whether any significant difference among the Jumpers and Throwers of Kurukshetra University, Kurukshetra, Haryana.

Hypothesis

It was hypothesised that there was a high level of Emotional Intelligence in selected groups of Kurukshetra University,

Kurukshetra, Haryana.

It was hypothesised that there was a significant difference in compare to Jumpers and Throwers of Kurukshetra University, Kurukshetra, Haryana.

Methodology

Tools

As discussed earlier the main purpose of the study was to investigating the “Emotional Intelligence level” among Jumpers and Throwers of Kurukshetra University, Kurukshetra, Haryana. For this purpose the standardized Emotional Intelligence Inventory developed by “Dr. Syam Sunanda Raj & Jayaraj” was administered. Questionnaire has twenty-six items (26) every question has five possible responses, i.e. 1-strongly agree (SA), 2-agree (A), 3-undecided (UD), 4disagree (D), 5- strongly disagree (SD). The items are stated in such a way that if the answer is positive, says SA-five points, A-four points, UD-three points, D-two points and SD- one point. The questions are 1, 5, 8, 11, 14, 15, 17, 19, 20, 21, 23 and 26 are positive items and the questions 2, 3, 4, 6, 7, 9, 10, 12, 13, 16, 18, 22, 24 and 25 are negative items. As such scoring will be done in reverse order. Therefore the higher score on the scale greater the degree of emotional intelligence and vice-versa.

Subjects

To achieve the objective of present study 100 players were chosen. Equally same number from Jumpers and Throwers who were participated the inter-collegiate athletic tournament in the year 2015-2016 of Kurukshetra University, Kurukshetra, Haryana were chosen randomly as the subjects. The subjects for this study the age limit was restricted in the range of 20-25 years.

Testing Procedure

For the purpose of this study the above mentioned standardized questionnaire were administered individually to each subject. At the beginning of testing, the investigator approached to subjects and their coaches at personnel to help in the data collection. The investigator briefly explained the objective and clarifies questions from the subjects and given appropriate time to finish the test. After completion of test immediately collected response sheets by investigator.

Table 1: Subjects Classification According to their Scores.

Sl. No.	Scores	Classification
1.	26-49	“Low” Emotional Intelligence
2.	50-92	“Moderate” Emotional Intelligence
3.	93-130	“High” Emotional Intelligence

Statistical Procedure

The following statistical techniques ‘t’ ratio was calculated to find out the significance of the difference between the mean and standard deviation of the “Jumpers and Throwers”.

Analysis of the Data

The significance of the difference among the means of “Jumpers and Throwers” was found out by comparison. The date were analysed and dependent t test was used with 0.05 levels of confidence.

Table 1: Comparison of Emotional Intelligence among Jumpers and Throwers

Sl. No.	Variable	Game	Mean	SD	Df	't'- value
1.	"Emotional Intelligence"	Jumpers (N-50)	87.18	11.34	98	1.574*
2.		Throwers (N-50)	83.42	14.02		

Significance level at 0.05, df (98) =1.658

The table shows that the mean values of "Jumpers and Throwers" on "Emotional Intelligence" were 87.18 and 83.42 respectively. This indicates that both groups have a "Moderate" level of Confidence and the SD of "Jumpers and Throwers" was 11.34 and 14.02 respectively. The obtained 't' ratio was 3.274* since the obtained calculated value was lesser than table value of 1.658 for significance at 0.05 level with 98 degrees of freedom it was found to be statistically insignificant. The result of the study showed that there was a no-significant difference between both groups in Emotional Intelligence level and the hypothesis was rejected.

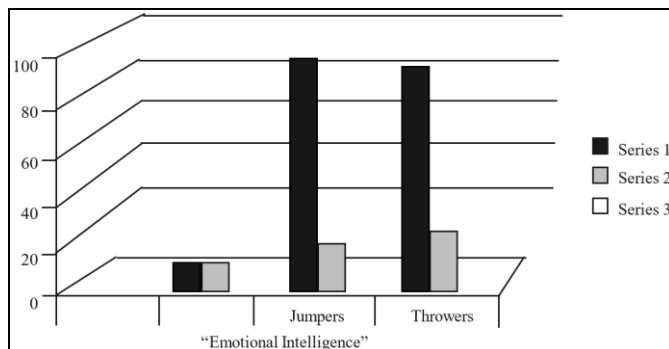


Fig: A Graphical Representation shows the Mean and SD of "Self-Confidence Level between Team Game Players and Individual Game Players"

Results

From the statistical analysis it was concluded that the "Throwers and Jumpers" were having moderate "Emotional Intelligence" level and there is no significant difference among "Throwers and Jumpers" in comparison.

Conclusion

There is strong evidence to confirm that EI has a major role in sport and that it is beneficial for performance. It is worth remembering that being 'emotionally intelligent' is not about having a positive outlook or cheery personality, it is about emotionally intelligent athletes being more to cope with the full array of emotions that accompany the challenges of sports participation allowing them to perform to a higher standard. For this reason, given the effect of emotional intelligence in educational, occupational and social success of training programmes for enhancing emotional intelligence in all people especially athletes it is much necessary.

References

1. Kauss DR. Peak Performance: Mental Game Plans for Maximizing Your Athletic Potential. Englewood Cliffs, NJ: Prentice-Hall, 1996.
2. Kumar A, Shukla PS. Psychological Consistencies within the Personality of High and Low Achieving Hockey Players. Paper Presented in the International Congress of Psychology, Montreal, Canada, 1998.
3. Mayer JD, Salovey P, Caruso DR. Emotional Intelligence: Theory, Finding and Implication, 2004.
4. Psycho Enquiry, 15, 197-215. Kylo, L.B., & Landers, D.M. Goal setting in sport and Exercise: A research

synthesis to resolve the controversy. Journal of Sport and Exercise Psychology. 1995;17:117-137.

5. Locke E, Latham G. New Developments in Goal Setting and Task Performance. New York: Routledge, 2013.
6. Bandura A. Self – efficacy: The exercise of control. New York: W. H. Freeman. Birrer, D., Rothlin, P., & Morgan, G. (2012). Mindfulness to Enhance Athletic Performance: Theoretical Considerations and Possible Impact Mechanisms. Mindfulness. 1997;3(3):1-12.
7. Kleingeld A, Mierlo H, Arends L. The effect of goal setting on group performance: A metaanalysis. Journal of Applied Psychology, 2011, 96(6), doi: 10.1037/a0024315
8. Goleman D. The Human Task of a Project Leader. PM Network Journal. 1999;13:38-41.
9. Hyde A, Pethe S, Dhar U. Publication Manual for Emotional Intelligence Scale. National Psychological Corporation, 4/230. Kacheri Ghat, Agra, India, 2001.