



ISSN: 2456-0057
IJPNPE 2018; 3(1): 1370-1372
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www.journalofsports.com
Received: 06-11-2017
Accepted: 08-12-2017

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Comparative study of emotional intelligence and self-esteem of judo players

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Abstract

The purpose of the study was to analyze the comparison of selected psychological variables of different university level volleyball players. To achieve the purpose of the study 40 Judo players from different universities and Kerala state sports council were selected as subjects. Self-esteem and emotional intelligence were selected psychological factors. The selected variables Self-esteem and emotional intelligence was assessed by the questionnaire, developed by Dr. Rosenberg (1960) Jayaraj B and Dr. H. Samsananda Raj (1998). The data were collected and analyzed using appropriate statistical technique. The following statistical procedure was adopted to find out the comparison of selected psychological variables of different university level and Kerala state sports council Judo players. For the purpose of the testing significance of the difference between the means of Judo players at different universities, analysis of independent t-ratio was used. In case of significant relationship was observed in the creation measure, to find out which pair of group in high among others, as a correlation- coefficient was applied.

Keywords: comparative, emotional intelligence, esteem of judo players

Introduction

Competition in either combat sports such as judo, boxing, fencing, tae kwon do and wrestling requires take- specific psychological readiness that will enable the performer to act in combat situation that many often change within extremely short periods of time. Emotion and mental state are subject to extreme fluctuations during combat matches. It is a challenge for the competing combat athlete to simultaneously attack and defend while concealing his or her intentions from the opponent and while in an state of extreme tension. it is difficult to make decisions under time pressure while facing aggressive opponents and to decide on alternative tactical movement, all while striving to achieve the designated goals.

Emotions are easy to understand but difficult to define. One may easily explain the emotional tone in an individual's behaviour but find difficulty in defining the emotion involved for instance, an angry face conveys the same message to all yet there may be great individual differences in defining anger or even labeling the face with emotion word anger. The difficulty arises from the term definition itself by definition; we mean several things, for example, a cultural definition, a biological definition, an overt expressional definition, an observer's definition, and a contextual definition. Some people may like to define emotion on the basis of the quality of experience (positive / negative) the degree of arousal (high/low), or the meteoric direction embodied in the action (approach / withdrawal) The pervasiveness of the term also creates a difficulty in defining it. For instance, the categories happiness, sadness, fear, anger, surprise, and disgust are accepted by all as emotions but opinions differ on such categories as sex and aggression. To include these letter categories in the term, theorists sometimes use a more pervasive term, viz., motivation. Abnormal emotional reactions, e.g. anxiety, depression, and guilt, pose a different problem. Opinions differ in considering them as variants of natural emotion. self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behavior. Self-esteem can apply specifically to a particular dimension or a global extent.

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Methodology

In this chapter, the method adopted for the selection of subject, collection of data, administration of questionnaire and methods employed for statistical treatment of data have been explained.

Selection of Subjects

40 judo players will be selected as the subjects from MG University, Calicut University and Kerala State sports hostels.

Selection of Variables

- Self-Esteem
- Emotional Intelligence

Tools and Instruments

Self-esteem and emotional intelligence will be measure through standardised questionnaires.

- Self-esteem measured by using the self-esteem questionnaire.
- Emotional Intelligence will be measure by the using emotional Intelligence and self-esteem questionnaire.

Criterion Measure

By glancing the literature and in consultation with experts, the following variables were selected as the criterion measures of this study 36

- Self-esteem was measured through standardized questionnaire developed by Dr. Rosenberg (1960)
- Emotional Intelligence was measured through standardized questionnaire developed by Jayaraj B and Dr. H. Samsananda Raj (1998)

Reliability of Data

The reliability of the data was ensured by establishing the measurements through the questionnaire reliability and subject reliability.

Questionnaire Reliability

The questionnaire administered was used in assessing the selected psychological factors for years together by various psychologists. Apart from this, the authors developed the questionnaire found the reliability and validity of the tests and the key for scoring the responses. There were taken as correct and thus the reliability of the questionnaire found by the authors was accepted for the purpose of this study.

Subject Reliability

The same questionnaire was used to measure the self-esteem and emotional intelligence with the same questionnaire by the same investigator were considered.

Collection of Data

The investigator took the permission from the concerned team managers, so that she should interact with the players during the practicing hours. Questionnaires were distributed to each member of the team and investigator explained the questions/statements clearly to them. The subjects were remained not to cause any delay in answering the questions but to give immediate response and to pass on the next question. Before collecting the questionnaire back, attempts were made to check whether the name, age and university or council has been filled in and all questions were answered.

Orientation of Testers

The tests were conducted with the help of university team

manager. Before conducting the tests, the subjects were oriented and the purpose of the tests was explained to them. The procedures of conducting the tests and the method of scoring were specially explained as well as demonstrated by the investigator to enhance the reliability. The standardized questionnaire was used for this study.

Description of Questionnaire

Description of self-esteem questionnaire

The questionnaire includes 10 items that are usually scored using a four point response ranging from strongly disagree to strongly agree. The items is face valid and the scale is short and easy and fast to administer. Extensive and acceptable reliability and validity information exists for the Rosenberg self-esteem scale.

Scoring

Items 2, 5,6,8,9 are reverse scored. Give for “strongly disagree” 1 point, for “disagree” 2 points, for “agree” 3 points, for “strongly agree” 4 points. Sum scores for all ten items. Keep scores on a continues scale. Higher scores indicate higher self-esteem.

Description of emotional intelligence questionnaire

Emotional intelligence was measured through the questionnaire. The Emotional intelligence questionnaire was designed to measure the degree of attainment of success in ones lives and careers. It was developed by Jayaraj B and Dr. H. Samsananda Raj (1998). The questionnaire to given to all subjects. Twenty six items were adopted from Jayaraj B and Dr. H. Sam Sananda Raj emotional intelligence questionnaire for this investigation.

Scoring

The inventory was scoring with the help of a scoring key and which is given individual score. The total score constitutes emotional intelligence score. The complete questionnaire is scores as follows; Emotional intelligence scale is a self-responding, 5 point scale. Items of the are in question form demanding information for each in any of the five options given below. Strongly agree, agree, undecided, disagree and strongly disagree. The items are so stated that if the answer is positive say “strongly disagree” a score of 5 is given 4 for “agree”, for “undecided” 3, for “disagree” 2 and for “strongly disagree” 1. Therefore, the higher the score on the scale greater the degree of Emotional Intelligence and vice-versa.

Statistical Technique

In order to examine the hypothesis of the study, descriptive statistics, independent sample “t” and analysis of variance will be employed

Table 1: Showing the mean, standard deviation and t-ratio of female judo player

Variables	N	Means	S.D	t-ratio
Emotional intelligence	40	82.68	6.16	55.1
Self-esteem	40	26.48	1.92	

Table 1 shows that the mean emotional intelligence of judo players 6.16 and the self-esteem were 1.92. the required value to show significant difference between the group at 0.05 level is 55.1. since the obtained value is greater the required value. so it shows that there is significant different between the two variables in their emotional intelligence and self-esteem.

Summary

The purpose of the study was to analyze the comparison of selected psychological variables of different university level volleyball players. To achieve the purpose of the study 40 Judo players from different universities and Kerala state sports council were selected as subjects. Self-esteem and emotional intelligence were selected psychological factors. The selected variables Self-esteem and emotional intelligence was assessed by the questionnaire, developed by Dr. Rosenberg (1960) Jayaraj B and Dr. H. Samsananda Raj (1998). The data were collected and analyzed using appropriate statistical technique. The following statistical procedure was adopted to find out the comparison of selected psychological variables of different university level and Kerala state sports council Judo players. For the purpose of the testing significance of the difference between the means of Judo players at different universities, analysis of independent t-ratio was used. In case of significant relationship was observed in the creation measure, to find out which pair of group in high among others, as a correlation-coefficient was applied.

The result of the study reveals that there were significant difference in emotional intelligence and self-esteem of different judo level of players.

Conclusions

With the limitation and delimitation of this study, the following conclusion were drawn;

- It was concluded that there were significant difference between the judo players.
- The score of emotional intelligence was higher among the judo players than self-esteem

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