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Comparison between hockey and basketball girls' players on emotional stability

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Abstract

For the purpose of the study, 40 subjects (20 Hockey and 20 Basketball) were selected randomly. All subjects were selected from Sant Baba Bhag Singh International School Khaila (Jalandhar). The age level of the subjects ranged from 15 to 17 years. The Emotional Stability Inventory developed by A San Gupta has been applied in the present study. The maximum possible score of this test is 15. In Emotional Stability Test for Children, each item of the test is scored as either +1 or 0. There are two types of items in this test, that is, positive and negative. All positive items which are endorsed by the subjects as 'Yes' and the negative items, items No. 9 and 10. Which are endorsed by the subjects as 'No' are given score of +1. A Score of zero is given to all other answers. This high score on the test indicates low emotional stability or control and whereas low score on the test indicates high emotional stability or control. The collected data were put to statistical treatment applying 't' test to find out the differences, if any between the hockey and basketball girls' players. The level of significance was set at 0.05. The results come out were shows significant difference of Emotional Stability between hockey and basketball girls' players

Keywords: Emotional stability, girls, hockey, basketball

Introduction

Sport psychology has long been making its impact in the field of every sport for many years. Many teams around the world have been utilizing mental techniques in the improvement of athletic performance. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors [1]. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour sometimes. Therefore, emotional stability is considered as one of the important aspects of human life. Pupil must be able to control his/her emotions adequately and also expressed them appropriately. Scott (1968) [2] opined that emotional stability as one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupil has very little emotion control, it may lead to anxiety, inferiority feeling and guilt (Fandsen, 1961) [3]. It has also been found that if the people want to be mentally healthy, these unhealthy feelings must be replaced by the feeling of self-respect, security and confidence which can be achieved only after a good sense of emotional stability emerges. Emotional stability overcomes the fear generated by past errors; it also allows us to pursue our superior ideals and be of service to others whenever we wish to do so. It neutralizes environmental instability and helps us to face pressures or facilities with equal poise, refraining from excess and extravagance. When aware of our mission on earth, we should set ourselves a goal and strive to attain it. We should neither stop nor run, but walk on firmly and steadily, never disturbing others. Our faith in the truth of everlasting life should help us to act serenely. We should ask our self what we expect from life, how we plan to achieve it and why we want it. "Emotional stability" refers to a person's ability to remain calm or even keel when faced with pressure or stress.

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Someone who is emotionally unstable is more volatile, which means the person faces an increased risk of reacting with violent or harmful behaviours when provoked [4].

Statement

The statement of problem is “Comparison between hockey and basketball girls’ players on Emotional Stability”

Objective

1. The purpose of the study was to Compare of Emotional Stability between hockey and basketball girls’ players.

Hypothesis

1. There will be significant difference of Emotional Stability between hockey and basketball girls’ players.

Limitation

1. No special motivational technique was used during the test
2. The investigator was unable to control their daily routine, training and competition schedules.

Delimitations

1. The study was delimited to 15-17 years age group.
2. The study was delimited to 20 Hockey and 20 Basketball girls’ players of SBBS international school Khaila (Jalandhar).

Methodology

To conduct the study 40 subjects (20 Hockey and 20 Basketball) were selected from Sant Baba Bhag Singh International School Khaila (Jalandhar). The age level of the subjects ranged from 15 to 17 years. All the samples were selected on random basis to solve above mentioned problem. For assessing Emotional Stability of students, Emotional Stability Inventory is developed by A San Gupta was used & this inventory is highly reliable & valid.

Tools and scoring

The Emotional Stability Inventory developed by A San Gupta has been applied in the present study. The maximum possible score of this test is 15. In Emotional Stability Test for Children, each items of the test in scored as either +1 or 0. There are two types of items in this test, that is, positive and negative. All positive items which are endorsed by the subjects as ‘Yes’ and the negative items, items No. 9 and 10. Which are endorsed by the subjects as ‘No’ are given score of +1. A Score of zero is given to all other answers. This high score on the test indicates low emotional stability or control and whereas low score on the test indicates high emotional stability or control.

Statistical procedure

The data was analysed and compared with the help of statistical procedure in which arithmetic mean; standard error mean, standard deviation and “t” test was used to compare the data of hockey and basketball girls’ players.

Result

Table 1: Comparison between hockey and basketball girls on Emotional Stability.

Group	N	Mean	SD	MD	DF	T value
Hockey	20	7.95	1.02	1.60	38	3.85
Basketball	20	6.35	1.49			

Tabulated value of “t” at significance level of 0.05 is 2.024 i.e, t (0.05)

(df = 38) = 2.024

The calculated value of “t” is 3.85

The calculated value of “t” is more than the tabulated value, so that there is no significant difference at .05 level.

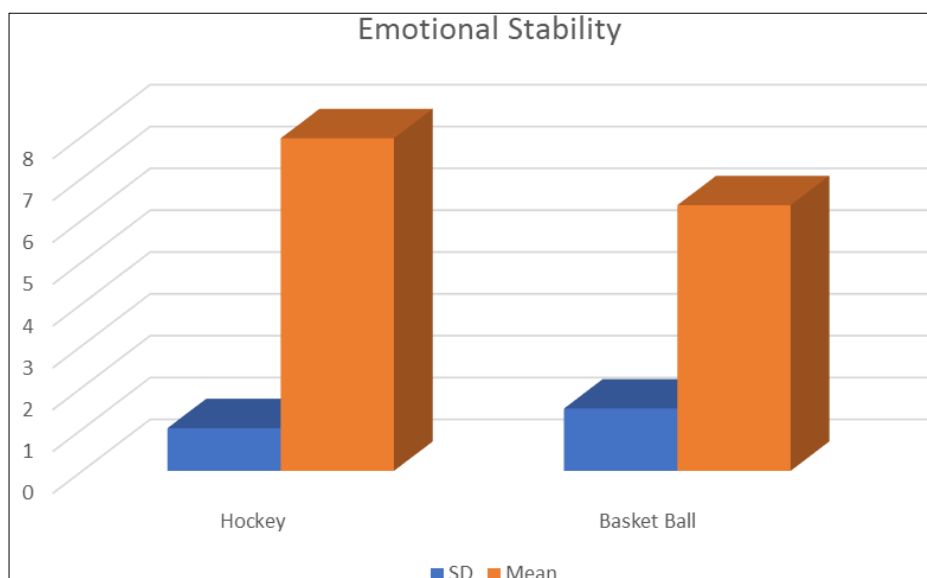


Fig 1: Difference of Means between hockey and basketball girls’ players on Emotional Stability.

Conclusions

Recognizing the limitations of these study and on the basis of statistical findings the following conclusions may be drawn. Basketball girls’ have low emotional stability as compared to hockey girls’ players and there was a significant difference among the hockey and basketball girls’ players.

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