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An analytical study of emotional intelligence among hockey players in relation to their positional play

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Abstract

This study was primarily aimed at identifying the level of emotional intelligence among Hockey players in relation to their positional play. The specific objectives of the study is to evaluate the emotional intelligence among the players based on their position wise classification and to examine whether positional play of the group has an influence on E.I or not. Data were obtained directly by using a well framed (valid and tested) questionnaire. The sample size was 90. Sample selected for the study includes Hockey players at inter collegiate level in Chandrapur, Gondia and Nagpur Districts of Maharashtra. It was found that the level of emotional quotient of players is dependent of the position wise classification.

Keywords: Emotional intelligence, hockey players, positional play, forwards, midfield, defence

Introduction

The purpose of the study was to find out the impact of positional play of the Hockey players on Emotional intelligence. Emotional intelligence also called as E.I and often measured as E.I Quotient or E.Q. Goleman popularized the term emotional intelligence and brought it before the mass media. Emotional intelligence may contribute to the quality of players' relationships at game because emotion serve communicative and social functions conveying information about thoughts and intentions and helping to achieve high level performance in sports and games. The ability to manage emotions contributes to favourable social encounters, in part through emotional contagion. Many studies related to Psychological variables such as anxiety, Personality Assessment, Group Cohesion and Aggression among different level as well as elite players are reported Sports Psychological studies such as analysis of Self-confidence and self-concept of players belonging to different games and categories of schools have also been elucidated. But studies on emotional intelligence in sports settings are seldom. Hence the researcher took much interest to analyse the EI among Hockey players with respect to their positional play.

Field Hockey, also called Hockey, outdoor game played by two opposing teams of 11 players each who use sticks curved at the striking end to hit a small, hard ball into their opponent's goal. It is called field hockey to distinguish it from the similar game played on ice.

Hockey is believed to date from the earliest civilizations. The Arabs, Greeks, Persians, and Romans each had their own versions, and traces of a stick game played by the Aztec Indians of South America have been found. Hockey can also be identified with other early games, such as hurling and shinty. During the Middle Ages a French stick game called hoquet was played, and the English word may be derived from it.

Hockey began to be played in English schools in the late 19th century, and the first men's hockey club, at Blackheath in southeastern London, recorded a minute book in 1861. Teddington, another London club, introduced several major variations, including the ban of using hands or lifting sticks above the shoulder, the replacement of the rubber cube by a sphere as the ball, and most importantly, the adopting of a striking circle, which was incorporated into the rules of the newly founded Hockey Association in London in 1886.

The British army was largely responsible for spreading the game, particularly in India and the Far East. International competition began in 1895. By 1928 hockey had become India's national game, and in the Olympic Games that year the Indian team, competing for the first time, won the gold medal without conceding a goal in five matches.

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It was the start of India's domination of the sport, an era that ended only with the emergence of Pakistan in the late 1940s. The call for more international matches led to the introduction in 1971 of the World Cup. Other major international tournaments include the Asian Cup, Asian Games, European Cup, and Pan-American Games. Men's field hockey was included in the Olympic Games in 1908 and 1920 and then permanently from 1928. Indoor hockey, played by teams of six players with six interchanging substitutes, has become popular in Europe.

Despite the restrictions on sports for ladies during the Victorian era, hockey became increasingly popular among women. Although women's teams had played regular friendly games since 1895, serious international competition did not begin until the 1970s. The first Women's World Cup was held in 1974, and women's hockey became an Olympic event in 1980. The international governing body, the International Federation of Women's Hockey Associations, was formed in 1927. The game was introduced into the United States in 1901 by Constance M.K. Applebee, and field hockey subsequently became a popular outdoor team sport among women there, being played in schools, colleges, and clubs.

The game is played by two teams of 11 players on a rectangular ground. The field is 100 yards (91.4 meters) long and 60 yards (55 metres) wide, and it is marked with a centre line and two 25-yard lines. The goals are 4 yards (3.66 metres) wide and 7 feet (2.13 metres) high. For a goal (which counts for one point) to be scored, the ball must go into the goal and, while within the shooting circle (semicircle), must have been touched by the stick of an attacker. The ball was originally a cricket ball (cork centre, string-wound, and covered with leather), but plastic balls are also approved. It is about 9 inches (23 cm) in circumference. The stick is usually 36 to 38 inches (about 1 metre) long and weighs 12 to 28 ounces (340 to 790 grams). Only the flat left side of the stick may be used to strike the ball.

The usual composition of a team is five forwards, three halfbacks, two fullbacks, and a goalkeeper. A game consists of two halves of 35 minutes each, with an intermission of 5–10 minutes. A time-out is called only in case of injury. The goalkeeper wears thick, yet lightweight pads and, while in the shooting circle, is allowed to kick the ball or stop it with the foot or the body. All other players, however, may stop the ball with the stick only.

Play is started (and restarted after a goal is scored and after half-time) by a pass-back in the centre of the field. A face-off, or bully, is used to restart the game after an injury or equipment time-out, following simultaneous penalties by both teams, or when the ball becomes trapped in a player's clothing. In a face-off two players, one from each team, face each other with the ball on the ground between them. After alternately tapping the ground and then his opponent's stick three times, each player tries to strike the ball, thus putting it into play. There are various provisions for putting the ball into play in case it goes off the field.

The object of the game is to send the ball into the opponent's net, thus scoring a goal. Standard hockey game consists of eleven players on the field including the goal keeper. In field hockey, formation of play with positions of players normally has three lines. First line in the field is offensive line which consists of Forwards and their main task is to penetrate into opponents's area and to score goals. Whenever the ball comes into the offensive line, the forward players get momentum and by using all their skills to dodge the defensive players to score goals. Next, the midfield line of play, which acts as the

linkage between defensive line of play and offensive line of play. It has the most efficient and unique players of all the positions. The players of midfield position spreading up to the sidelines to create spaces and passing options. They play the ball from defence to offence up the sidelines. Another important phase of formation is defensive line of play on the field, but the players of this position often go unnoticed though their job is most vital in preventing the attackers of the opponent team from scoring goal. The main task of the players including goal keeper, who play in the defensive line is to support their team members, guard the goal area, and to send the ball out of their defensive area. It was proved that positional play in Hockey team showed tremendous geared impact on physical and mental health of young fellowship course trainees. So the investigator aimed to analyse the impact of position of Hockey players on emotional intelligence in general and impact of emotional intelligence on age wise players in particular.

Objectives

The study is primarily aimed at identifying the level of emotional intelligence among Hockey players in relation to positional play. The specific objectives of the study are:-

- To evaluate level of emotional intelligence among Hockey players in relation to their positional play.
- To identify the difference in the emotional intelligence among hockey players in relation to their positional play

Methodology

In order to achieve these purpose participants were selected and their positions excluding the goalie are classified as forward, midfield and defence in the play field. All these players have the practice of being played in their respective positions during hockey training. The researcher finalized the variables and used a standardized tool for the investigation to study the emotional intelligence and their sub domains such as inter personal, intra personal, stress management, adaptability and general mood of the hockey players in relation to their positional play. The tool comprised five divisions and sixteen sub divisions. The tool was a five point Likert's scale with positive statements with textual response format ranging from "not true of me" to "true of me". The validity of the questionnaire was tested by a pilot study. Expert's opinion was also drawn to develop the questionnaire. Data were obtained directly by using a well framed questionnaire. The sample was collected from 9 teams each of 10 players except the goalie from Chandrapur, Gondia and Nagpur Districts of Maharashtra. Out of 90 respondents 36 respondents come under the group of forwards position, another 27 respondents come under the group of midfielders position and the rest of the 27 respondents belong to the group of defence position. The collected data were analyzed with the help of mean, standard deviation, 't' test, ANOVA and Chi-square test. Table 1 shows the levels of emotional intelligence of Hockey players irrespective of their positional play.

Table 1: Level of E.I. for all respondents

Variable	Low level		Medium		High level	
	No.	%	No.	%	No.	%
Emotional	19	21.11	55	61.11	16	17.78
Intra personal	17	18.89	58	64.44	15	16.67
Inter personal	13	14.44	59	65.56	18	20.00
Stress	16	17.78	58	64.44	16	17.78
Adaptability	13	14.44	62	68.89	15	16.67
General Mood	14	15.56	63	70.00	13	14.44

It could be seen from Table 2, out of 90 hockey players, 19 (21.11%) come under the category of low level emotional intelligence, 55 (61.11%) fall under the category of medium level emotional intelligence and 16 (17.78%) are in the category of high level emotional intelligence. 17 (18.89%) come under the category of low level intra personal, 58 (64.44%) fall under the category of medium level intra personal and 15 (16.67%) are in the category of high level intra personal. 13 (14.44%) come under the category of low level inter personal, 59 (65.56%) fall under the category of medium level inter personal and 18 (20%) are in the category of high level inter personal. 16 (17.78%) come under the category of low level stress management, 58 (64.44%) fall

under the category of medium level stress management and 16 (17.78%) are in the category of high level stress management. 13 (14.44%) come under the category of low level adaptability, 62 (68.89%) fall under the category of medium level adaptability and 15 (16.67%) are in the category of high level adaptability. 14 (15.56%) come under the category of low level general mood, 63 (70%) fall under the category of medium level general mood and 13 (14.44%) are in the category of high level general mood.

In order to find out whether there is any significant difference in the emotional quotient among hockey players in relation to their positional play the “ANOVA” test is applied.

Table 2: Analysis of variance of emotional intelligence scores among hockey players in relation to their positional play

S. No	Emotional Quotient	'F'	Table
1.	Self-Regard	13.233*	3.020
2.	Self-Awareness	1.004	3.020
3.	Assertiveness	20.543*	3.020
4.	Independence	3.012	3.020
5.	Self-Actualization	12.837*	3.020
	Intra-personal	14.876*	3.020
6.	Empathy	6.732*	3.020
7.	Social Responsibility	4.561*	3.020
8.	Inter Personal Relationship	2.785	3.020
	Inter Personal	3.005	3.020
9.	Stress Tolerance	1.098	3.020
10.	Impulse Control	7.056*	3.020
	Stress Management	1.531	3.020
11.	Reality Testing	2.650	3.020
12.	Flexibility	5.873*	3.020
13.	Problem solving	11.752*	3.020
	Adaptability	8.087*	3.020
14.	Optimism	4.691*	3.020
15.	Happiness	10.693*	3.020
16.	Vigour	12.958*	3.020
	General Mood	14.764*	3.020
	Emotional intelligence	9.213*	3.020

*H₀ is rejected at $\alpha = 0.05$.

The calculated 'F' values of emotional intelligence factors namely self-regard, assertiveness, self-actualization, Intra personal, empathy social responsibility, impulse control, flexibility, problem solving, adaptability, optimism, happiness, vigour, general mood and Emotional intelligence (overall) are greater than the table value of 3.020. It indicates that there exist significant differences among the mean scores of Intra personal, empathy, social responsibility, impulse control, flexibility, problem solving, adaptability, optimism, happiness, vigour, general mood and Emotional intelligence

(overall) of hockey players in relation to their positional play. Hence the null hypothesis, “There is no significant difference among the mean scores of EI factors such as self-regard, assertiveness, self-actualization, Intra personal, empathy social responsibility, impulse control, flexibility, problem solving, adaptability, optimism, happiness, vigour, general mood and Emotional intelligence (overall) of hockey players in relation to their positional play is rejected. Table 3 shows hockey players in relation to their positional play and their levels of emotional intelligence.

Table 3: Level of emotional intelligence of hockey players in relation to their positional play Positions

Positions	Level of Emotional Intelligence						Total	
	Low level		Medium		High level		No	%
	No	%	No	%	No	%		
Forward	11	40.74	15	41.67	10	37.04	36	40.00
Midfield	8	29.63	10	27.78	9	33.33	27	30.00
Defense	8	29.63	11	30.55	8	29.63	27	30.00
Total	27	100	36	100	27	100	90	100

Table 3 reveals that out of 27 respondents having low level emotional intelligence 11(40.74%) are forwards, 8 (29.63%) belong to midfields and the remaining 8 (29.63%) belong to defence. Out of 36 respondents having medium level emotional intelligence 15 (41.67%) are forwards, 10(27.78%)

belong to midfields and the remaining 11(30.55%) belong to defence and out of 27 respondents having high level emotional intelligence 10 (37.04%) are forwards, 9 (33.33%) belong to midfields and the remaining 8 (29.63%) belong to defence.

Table 4: Positional Play and level of E.I

Particular	df	Chi-square Value		Result at 0.05 level
		Calculated Value	Table Value	
Level of Emotional Intelligence in relation to their positional play	4	10.12	9.49	Significant

Table 4 shows that the calculated value of Chi-square is greater than the table value at 0.05 level of significance. Hence the null hypothesis, "The level of emotional intelligence of hockey players in relation to their positional play is independent based on positions" is rejected. Hence it would be concluded that the level of emotional intelligence of hockey players in relation to their positional play is dependent on positions.

Results and Discussion

As regard to these positions, the respondents were categorized into forwards, midfields and defence. Most of the respondents are at forwards (40%). 30% of the respondents belong to midfield and 30% of the respondents belong to defence. There was no significant difference in mean scores in the sub-components self-awareness, independence, inter personal, relationship, stress tolerance and reality testing. Significant difference was found in self-regard, assertiveness, self-actualization, empathy, social responsibility, impulse control, flexibility, problem solving, optimism, happiness and vigour. Respondents 11 out of 36 belong to forwards, respondents 8 out of 27 belong to midfields and respondents 8 out of 27 belong to defence are having low level E.I. Respondents 15 out of 36 belong to forwards, respondents 10 out of 27 belong to midfields and respondents 11 out of 27 belong to defence are having medium level E.I. Respondents 10 out of 36 belong to forwards, respondents 9 out of 27 belong to midfields and respondents 8 out of 27 belong to defence are having high level E.I. Most of the hockey players in relation to their positional play are having medium level EI. On the whole the level of EI of players is dependent in relation to their positional play.

Conclusion

The application of EI has got more advantages towards hockey players in relation to their positional play which help them to achieve high level performance in games. Outcome contains broader scales of general health, quality of life, relationship quotient and optimal performance and encourages hockey players to increase trust, to increase the capability of the team to work under pressure. To conclude that Emotional intelligence is positively related with performance and since most of the hockey players in relation to their positional play are at medium level of EI, they may need to focus on development of EI.

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