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A study of emotional competence of inter university sports participants

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Abstract

The present study was under taken to study of emotional competence of inter university sports participants. 218 inter university sports participants studying higher education institutions' of Acharya Nagarjuna University area in the age of 20 to 25 years, were selected as subjects. The selected participants were describing on the basis of variables of the study. For this study independent variables are gender, type of institution, location, relative in sports, level of participation and nature of game and the dependent variable is emotional competence. To determine the variations among the selected demographic variables and the criterion variables such as Emotional competence, the analysis of variance for $2 \times 2 \times 3 \times 2$ factorial experiment was used. Whenever the 'F' ratio for interaction was found to be significant, simple effect test was used as a post hoc test to determine which of the group was significant. It is concluded that the athletes of Government aided college are better than the athletes of Government college and Private college in emotional competence.

Keywords: psychological-emotional competence-sports.

1. Introduction

Sport psychology is concerned with the psychological foundations, process and consequences of the psychological regulation of sport related activities of one or several persons acting as the subject(s) of the activity. The focus may be on behavior or on different psychological dimensions of human behavior, i.e. affective, cognitive, motivational or sensory motor dimensions. The physical activity can take place in competitive, educational, recreational, preventative and rehabilitation settings and including health related exercise. Subjects are all persons involved in the different sports and exercise settings, e.g., athletes, coaches, officials, teachers, physiotherapists, parents, spectators etc.

The emotional competence is a 360-degree tool designed to assess the emotional competencies of individuals and organizations. It is based on emotional competencies identified by Dr. Daniel Goleman in *Working with Emotional Intelligence*, and on competencies development of the ECI and the theoretical structure upon which it is based. Emotional competence can lead to improved health through avoiding stress that would otherwise results from suppressing emotions. It can also lead to improved relationships since in appropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotions. To achieve and maintain a feeling of adequacy the individual has to a quite a few workable assumptions about the world, where need for competence energies as most of the fundamental motive of life. Because we survive through competence, grow through competence and actualize ourselves through competence (All port, 1961). The motivation towards competence is evident even in early playful and investigatory behavior of student (white 1959) which they seek in social realm and as close as any other need (chooser than several) to sum up the growth of the personality. A variable of factors such as intellectual emotional and physical competencies play a part (Coleman, 1970, naslow, 1970) to acquire skill and knowledge and the individual begins to develop two important virtues method and competence in the congenial growth of personality.

1.1 Objectives of the study

1. To find out the emotional competence of inter university sports participants and classify them.
2. To find out the influence of the following variables on the Emotional competence of Inter University sports participants.
 - (a) Type of Higher Education Institution
 - (b) Location of the Higher Education Institution
 - (c) Participating event.

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1.2 Statement of the problem

The purpose of the study is on Study on Emotional Competence of Inter University Sports Participants.

1.3 Delimitations

1. The study was delimited to inter university participants only
2. The study was restricted to three Psychological variables like Emotional competence.
3. The study was limited to the assessment of Emotional competence ANU / Andhra Region Inter University Sports participants in higher education institutions.

1.4 Significance of the Study

Physical Education in the form of sports and games plays a significant role in the development of overall personality of the individual. Sports and games not only provide for physical growth but also contribute to a large extent in the development of physical, emotional, moral, ethical areas of human development. Participation in games and sports develop & leadership qualities, discipline, unity, obeying and following rules, national pride, national integration, international understanding, international brotherhood, joy of success and the ability to accept failure. It also develop the skills to assess one's abilities, strengths and weaknesses, methods to enhance the abilities and strengths, at the same time to reduce area of weaknesses and ways to overcome deficiencies.

2. Methodology

In the present study all the inter university participants studying in higher educational institutions' of Acharya Nagarjuna University area were considered as population for the study. A representative sample of 218 inters university sports participants in the age of 20-25 years were chosen as sample for the study. The selected participants were describing on the basis of variables of the study. For this study independent variables are gender, type of institution, location, relative in sports, level of participation and nature of game and the dependent variable is emotional competence.

2.1 Test Administration – Emotional Competence

The tool used for a data collection in this study was a questionnaire which was standardized by the investigator after conducting a pilot study in selected institutions of Guntur. The questionnaire comprises two parts.

Section A: This section was designed to collect preliminary information regarding inter university sports Participants gender, institutions details, location details, relative in sports details, level of participation details, nature of game details.

Section B: Emotional competence scale: This section has 30 items related to emotional competence. These questionnaires VIZ. Emotional competence scale by Dr. Harish Sharma and Dr. Rajeevlochana Bharadwaz (2003) a pool of around 30 questions was a mode a pilot test was done on 50 interuniversity participants of higher education institution in Guntur city. The data was analyzed and reliability co-efficient was calculated using split half method and was found to be 0.832 the items which were unanswered by all the students and which were marked as some items many were one head. The items with poor discriminating value were also deleted. After deleting those items the research tool was validated by three subject exports for con tent and construct validity. The items which were identified as repeated vague or unclear were removed.

2.2 Analysis of Data

The selected subjects were divided into two gender categories: male and female; two area categories: rural and urban; three types of college: Government, Government aided and Private and further the subjects were classified into two levels of participation namely South zone level and All India level. The criterion variable selected for this study was Emotional competence as psychological variables. The selected variable was assessed by using the standardized psychological interview schedule. To determine the variations among the selected demographic variables and the criterion variables such as Emotional competence, the analysis of variance for 2 x 2 x 3 x 2 factorial experiment was used. Whenever the 'F' ratio for interaction was found to be significant, simple effect test was used as a post hoc test to determine which of the group was significant. Further, when the 'F' ratio was found to be significant, the Scheffe's test was used as post-hoc test to determine which of the three paired mean differences was found to be significant.

3. Results

3.1 Findings: The mean, standard deviation, minimum and maximum values on emotional competence of athletes of demographic variables such as gender, area, type of college and level of participation have been presented in Table I.

Table 1: Summary of Mean, Standard Deviation, Minimum and Maximum Values of athletes of Different gender, area, type of college and level of participation on emotional competence.

Category		Mean	S.D.	Min.	Max.	Number
All Respondents		108.04	13.80	77	135	310
Gender	Male	108.43	13.84	77	135	192
	Female	107.42	13.78	79	130	118
Area	Rural	107.13	13.93	77	135	187
	Urban	109.43	13.54	77	135	123
Type of College	Government	104.37	13.91	79	135	75
	Government Aided	109.25	13.55	77	135	202
	Private	107.88	14.34	80	129	33
Participation Level	South Zone Level	107.05	13.36	77	135	147
	All India Level	108.94	14.17	77	135	163
Male	Rural	107.30	13.91	78	135	110
	Urban	109.94	13.68	77	135	82
Female	Rural	106.88	14.05	83	130	77

	Urban	108.41	13.38	79	127	41
Male	Government	108.73	12.73	80	135	49
	Government Aided	108.41	14.52	77	135	121
Female	Private	107.82	12.92	80	129	22
	Government	97.58	13.30	79	129	26
	Government Aided	110.49	11.95	84	130	81
	Private	108.00	17.53	83	129	11
Male	South Zone Level	107.40	13.42	80	135	83
	All India Level	109.21	14.17	77	135	109
Female	South Zone Level	106.59	13.38	79	130	64
	All India Level	108.39	14.30	79	128	54
Rural	Government	103.76	13.93	79	135	42
	Government Aided	107.97	13.43	77	135	128
	Private	109.12	16.96	80	129	17
	Government	106.27	13.97	79	135	33
	Government Aided	111.46	13.57	77	135	74
	Private	106.56	11.33	80	122	16
Rural	South Zone Level	105.62	13.59	79	135	94
	All India Level	108.66	14.19	77	135	93
Urban	South Zone Level	109.58	12.68	77	135	53
	All India Level	109.31	14.25	77	135	70
Government	South Zone Level	104.44	13.77	79	135	45
	All India Level	105.50	14.34	79	135	30
Government Aided	South Zone Level	108.25	12.70	77	135	84
	All India Level	109.96	14.14	77	135	118
Private	South Zone Level	107.94	15.12	80	129	18
	All India Level	107.80	13.87	80	122	15
Male-Rural	Government	108.48	13.13	83	130	21
	Government Aided	106.57	14.31	78	135	79
	Private	110.60	12.89	87	129	10
	Government	108.93	12.67	80	135	28
Male-Urban	Government Aided	111.88	14.43	77	135	42
	Private	105.50	13.04	80	122	12
Female-Rural	Government	99.05	13.37	86	129	21
	Government Aided	110.22	11.66	84	130	49
	Private	107.00	22.56	83	129	7
	Government	91.40	12.38	79	106	5
Female-Urban	Government Aided	110.91	12.56	85	127	32
	Private	109.75	0.50	109	110	4
Male-Rural	South Zone Level	104.75	13.74	81	129	44
	All India Level	109.00	13.87	78	135	66
Male-Urban	South Zone Level	110.38	12.55	80	135	39
	All India Level	109.53	14.76	77	135	43
Female-Rural	South Zone Level	106.38	13.54	83	130	50
	All India Level	107.81	15.16	83	128	27
Female-Urban	South Zone Level	107.36	13.25	79	124	14
	All India Level	108.96	13.66	79	127	27
Male-Government	South Zone Level	107.74	12.82	80	123	27
	All India Level	109.95	12.82	83	135	22
Male-Government-Aided	South Zone Level	107.82	13.69	81	135	45
	All India Level	108.76	15.06	77	135	76
Male-Private	South Zone Level	104.82	14.67	80	129	11
	All India Level	110.82	10.76	86	122	11
Female-Government	South Zone Level	99.50	14.01	79	129	18
	All India Level	93.25	11.16	79	116	8
Female-Government-Aided	South Zone Level	108.74	11.61	84	130	39
	All India Level	112.12	12.17	85	128	42
Female-Private	South Zone Level	112.86	15.59	83	129	7
	All India Level	99.50	19.67	83	122	4
Rural-Government	South Zone Level	101.91	13.94	79	129	23
	All India Level	106.00	13.96	79	135	19
Rural-Government-Aided	South Zone Level	106.39	12.54	81	135	62
	All India Level	109.45	14.16	77	135	66
Rural-Private	South Zone Level	109.78	18.69	80	129	9
	All India Level	108.38	16.04	83	122	8
Urban-Government	South Zone Level	107.09	13.39	79	135	22
	All India Level	104.64	15.62	79	135	11
Urban-Government-Aided	South Zone Level	113.50	11.92	77	135	22

	All India Level	110.60	14.23	77	135	52
Urban-Private	South Zone Level	106.11	11.36	83	122	9
	All India Level	107.14	12.17	80	122	7
Male-Rural-Government	South Zone Level	103.75	14.38	83	119	8
	All India Level	111.38	11.95	92	130	13
Male-Rural-Government-Aided	South Zone Level	104.90	13.52	81	125	31
	All India Level	107.65	14.84	78	135	48
Male-Rural-Private	South Zone Level	105.40	17.13	87	129	5
	All India Level	115.80	3.56	112	120	5
Male-Urban-Government	South Zone Level	109.42	12.12	80	123	19
	All India Level	107.89	14.47	83	135	9
Male-Urban-Government-Aided	South Zone Level	114.29	12.16	83	135	14
	All India Level	110.68	15.50	77	135	28
Male-Urban-Private	South Zone Level	104.33	13.97	80	117	6
	All India Level	106.67	13.26	86	122	6
Female-Rural-Government	South Zone Level	100.93	14.11	86	129	15
	All India Level	94.33	10.97	86	116	6
Female-Rural-Government-Aided	South Zone Level	107.87	11.50	84	130	31
	All India Level	114.28	11.10	86	128	18
Female-Rural-Private	South Zone Level	115.25	21.64	83	129	4
	All India Level	96.00	22.52	83	122	3
Female-Urban-Government	South Zone Level	92.33	13.50	79	106	3
	All India Level	90.00	15.56	79	101	2
Female-Urban-Government-Aided	South Zone Level	112.12	12.19	91	124	8
	All India Level	110.50	12.91	85	127	24
Female-Urban-Private	South Zone Level	109.67	0.58	109	110	3
	All India Level	110.00	.	110	110	1

The analysis of variance for 2 x 2 x 3 x 2 factorial experiment on emotional competence of different gender, area, types of college and level of participation have been analysed and presented in Table II.

The analysis of variance for 2 x 2 x 3 x 2 factorial experiment on emotional competence of different gender,

area, types of college and level of participation have been analysed and presented in Table II.

Table 2: Summary Analysis of Variance for 2 x 2 x 3 x 2 factorial experiment of athletes of different gender, area, types of college and level of participation on emotional competence

Source of Variance	Sum of Squares	df	Mean Squares	F-value
Gender	531.022	1	531.022	2.912
Area	0.027	1	0.027	0.002
Type of College	2828.511	2	1414.255	7.755*
Participation Level	5.777	1	5.777	0.032
Gender * Area	15.806	1	15.806	0.087
Gender * Type of College	2098.027	2	1049.014	5.752*
Gender * Participation Level	374.52	1	374.52	2.054
Area * Type of College	332.32	2	166.16	0.911
Area * Participation Level	13.408	1	13.408	0.074
College * Participation Level	49.459	2	24.73	0.136
Gender * Area * Type of College	334.436	2	167.218	0.917
Gender * Area * Participation Level	345.22	1	345.22	1.893
Gender * College * Participation Level	590.381	2	295.19	1.619
Area * College * Participation Level	238.799	2	119.399	0.655
Gender * Area * College * Participation Level	350.106	2	175.053	0.96
Error	52155.737	286	182.363	
Total	3677527	310		

*Significant at .05 level of confidence.

(The table value required for significance at .05 level with df 1 & 286 is 3.88 and 2 & 286 is 3.05).

Table II shows that the F-ratios for type of college is 7.755 against 3.05 (df 2 and 286) which is significant at 0.05 level on emotional competence. Since the value of F-ratio for type of college is higher than the table value, it indicates that there is significant difference among the athletes in the mean scores of different type of colleges on emotional competence.

The F-ratios for interaction of gender and type of college is 5.752 against 3.05 (df 2 and 286) which is significant at 0.05 level on emotional competence. From table II, since the value of F-ratio for type of college (7.755) is higher than the table value (3.05), to find out which of the three paired means had a significant difference, the Scheffe's post-hoc test is applied and the results are presented in Table III.

Table 3: Scheffe’s Test For The Differences Between The mean scores of different type of colleges on emotional competence

Type of College			Mean Differences	Confidence Interval
Government	Government Aided	Private		
104.37	109.25		4.88*	4.51
104.37		107.88	3.51	6.97
	109.25	107.88	1.37	6.26

*Significant at .05 level.

The table III shows that the mean difference in emotional competence between the athletes of Government College and Government aided college is 4.88 which is higher than the confidence interval value of 4.51 at .05 level of confidence. The mean differences in emotional competence between the athletes of Government college and Private college; and Government aided college and Private college are 3.51 and 1.37 which are less than the confidence interval values 6.97

and 6.26 respectively at 0.05 level of confidence. This shows that there is no significant differences exist between the athletes of Government College and Private College and the athletes of Government aided college and Private College in emotional competence. It is concluded that the athletes of Government aided college are better than the athletes of Government College and Private College in emotional competence.

Table 5: Simple Effect Post Hoc Test for Gender x Type of college Interaction on Emotional Competence

Source of Variance	Sum of Squares	df	Mean Squares	F-value
Gender for Government College	1730.36	1	1730.36	9.489*
Gender for Government Aided College	60.17	1	60.17	0.330
Gender for Private College	0.46	1	0.46	0.003
Type of College for Male	12.02	2	6.01	0.033
Type of College for Female	2610.28	2	1305.14	7.157*
Within Error	52155.74	286	182.36	

*Significant at .05 level of confidence.

(The table value required for significance at .05 level with df 1 & 286 is 3.88 and 2 & 286 is 3.05).

Table IV shows that the F-ratio for Gender for Government college in emotional competence is 9.489 against 3.88 (df 1 and 286) which is significantly at 0.05 level of significance. It indicates that the athletes of Government College differ significantly in emotional competence with respect to gender. Since only two groups (male and female) involved, it can be directly implied that the male athletes of government

college (mean=108.73) is better than the female athletes of government college (mean = 97.58) in emotional competence. Further table IV also shows that the F-ratio 7.157 of Type of college for Female in emotional competence is higher than the required table value 3.05 at 0.05 level. To find out which of the three paired means had a significant difference, the Scheffe’s post-hoc test is applied and the results are presented in Table V.

Table 5: Scheffe’s Test for the Differences Between the mean scores of female athletes of different type of colleges on emotional competence

Type of College			Mean Differences	Confidence Interval
Government	Government Aided	Private		
97.58	110.49		12.92*	7.52
97.58		108.00	10.42	12.00
	110.49	108.00	2.49	10.72

*Significant at .05 level.

The table V shows that the mean difference in emotional competence between the female athletes of Government College and Government aided college is 12.92 which is higher than the confidence interval value of 7.52 at .05 level of confidence. The mean differences in emotional competence between the female athletes of Government college and Private college; and female athletes of Government aided college and Private college are 10.42 and 2.49 respectively which are less than the confidence interval values 12.00 and 10.72 respectively at 0.05 level of confidence. This shows that there is no significant difference between the female athletes of Government College and Private College and female athletes of Government aided

College and Private College in emotional competence. It is concluded that the female athletes of Government aided college are better than the female athletes of Government College and Private College in emotional competence.

4. Discussion/Conclusions

The results of the study revealed that there were no significant difference between the athletes in the mean scores of different type of gender, area and level of participation on emotional competence.

The result of the study indicated that there is significant difference exist among the athletes in the mean scores of different type of colleges on emotional competence. Further,

it is revealed that the athletes of Government aided college are better than the athletes of Government College and Private College in emotional competence.

The results of the study revealed that there were no significant difference between the athletes in the mean scores of interaction of gender*area, gender*level of participation, area*type of college, area*level of participation, type of college* level of participation, gender*area*type of college*level of participation on emotional competence.

The result of the study also revealed that there is significant difference exist among the mean scores of interaction of gender*type of college and gender*type of college in emotional competence.

Further, it is revealed that the female athletes of Government aided college are better than the female athletes of Government College and Private College in emotional competence.

5. Recommendations

Similar study may be conducted on a larger population.

Similar study may be undertaken and its influence on psychological and biochemical parameters may be assessed. Similar study may be undertaken and its influence on specific training programme.

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