

## Effect of Emotional Training on Sports Performance of U. G. And P. G. Students

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***Abstracts:** the researcher aims to identify the effect of emotional intelligence, training on sports performance and the gender differences in sports performance. The samples are randomly taken for study. The players of both PG and UG degree have exhibited significantly higher emotional intelligence after training session than the before. There is a significant difference in the emotional intelligence between pre and post- training condition in both male and female sub-groups. Keywords: Emotional training, performance and students.*

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## **Introduction**

According to Daniel Goleman (1999) Emotional intelligence or the purely cognitive capacities measured by Intelligent Quotient also identified a set of emotional competencies which fall into four clusters, they are: Self – awareness: The capacity for understanding one’s emotions, one’s strengths and one’s weakness. Self management: The capacity for effectively managing one’s motives and regulating one’s behavior. Social awareness: The capacity for understanding what others do and feel and why they feel and act as they do and Social skills: The capacity for acting in such a way that one is able to obtain the desired results from others and reach personal goals. **Emotional Intelligence: There** are a lot of arguments about the definition of emotional intelligence, arguments that regard both terminology and operationalizations. The first published attempt toward a definition was made by Salovey and Mayer (1990) who defined emotional intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” Despite this early definition, there has been confusion regarding the exact meaning of this construct. The definitions are so varied and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. Up to the present day, there are three main models of emotional intelligence.

## **Objectives**

The following are the objectives:

- Ø To study the extent of Emotional Intelligence in sample sub - groups.
- Ø To assess the influence of training on sports performance.
- Ø To examine the gender differences in sports performance.

## **Hypotheses**

The following are the hypotheses of the study:

- Ø There would be significant influence of training on the performance of the Sports in individual event and the Team Game.
- Ø There would be significant difference in Emotional intelligence between sample sub-groups of independent variables.
- Ø There would be significant correlation between independent variables and sports performance.

## **Tools**

The following tests were used in the study:

### **1. Emotional Intelligence Scale (Short Form)**

This scale is developed by Goleman (1995)

**Delimitations:** The study was delimited to the selected events like speed test and

Basket Ball performance. The factor selected was delimited for two classifications of independent variables. The study was delimited to UG and PG level of education. The study was delimited to the affiliated colleges of Gulbarga University. The study is further delimited to the at least participated in inter-collegiate tournaments of Gulbarga University.

**Statistical Analysis:** The collected data were analyzed by using the following statistical techniques: 't' test to assess the significant difference between sample sub-groups. Product movement 'r' to assess the co-relations between the variables.

**Table – 1**

Shows means, standard deviation and 't' values of Emotional Intelligence (Pre and Post-test) in Two Levels of Education (N = 100)

Education		Pre-test	Post-test	t-values
Under Graduate	M	132.63	147.15	36.21**
	SD	3.94	4.09	
Post Graduate	M	133.79	148.49	37.68**
	SD	3.79	4.00	
t-values		2.97**	3.35**	

The mean score of the emotional intelligence of students is found to be higher in post-test than the pre-test. The 't' values between pre and post-test conditions are significant at 0.01 level to suggest significant differences in emotional intelligence of the sports persons.

**Table – 2**

Shows means, standard deviation and 't' values of Emotional Intelligence (Pre and Post-test) in Two Gender (N = 100)

Gender		Pre-test	Post-test	t-values
Male	M	132.85	148.87	40.15**
	SD	3.90	4.04	
Female	M	133.57	148.79	39.05**
	SD	3.82	4.04	
t-values		1.94	0.2	

The mean score of emotional intelligence of students is found to be higher in post-

test than the pre-test. The 't' values between Pre and Post-test conditions are significant at 0.01 level to suggest significant differences in emotional intelligence of the sports persons. However, the t-values between males and females aren't significant. This speaks that emotional intelligence of both male and female groups is more or less same.

### **Conclusions**

The following are the major conclusions of the study: There is a significant difference in the emotional intelligence between the under graduate and post graduate sub-groups: The post graduate students have significantly higher emotional intelligence than the under graduate students. The players of both PG and UG degree have exhibited significantly higher emotional intelligence after training session than the before. There is a significant difference in the emotional intelligence between pre and post- training condition in both male and female sub-groups.

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