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## Study of emotional stability, managing relations and integrity among open skill and closed skill athletes

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### Abstract

The aim of this study was to find out the significant differences among Open Skill and Closed Skill Athletes of Emotional Stability, Managing Relations and Integrity. Two hundred nine [N=209] male Inter-College level players were chosen as subjects. They were divided into following two groups: Group-A: N<sub>1</sub>=130; Open Skill Athletes and Group-B: N<sub>2</sub>=79; Closed Skill Athletes. Emotional Stability, Managing Relations and Integrity were selected for the purpose of this study. Unpaired t-test was applied to assess the variation between Open Skill Athletes and Closed Skill Athletes on the variable, Emotional Stability, Managing Relations and Integrity. The level of significance was set at 0.05. No significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill Athletes) with regard to the variable, Emotional Stability (t-value-0.22) and Managing Relations (t-value-0.52). However, Significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill Athletes) with regard to the variable, Managing Relations (t-value-4.06\*).

**Keywords:** Open skill athletes, closed skill athletes, emotional stability, managing relations, integrity

### Introduction

Emotional stability enables the person to develop an integrated and balanced way of perceiving the problems of life. This organizational ability and structured perception help one to develop reality-oriented thinking, judgment and evaluation ability. Emotional stability refers to a person's ability to remain stable and balanced <sup>[1]</sup>. Emotional Stability is characterized by maturity, stability quite realism, absence of neurotic fatigue, placidness, unaffectedness, optimism and self-discipline. While on the other hand, Emotional Instability is characterized by low tolerance of frustration, immaturity, unstableness, high excitability, evasiveness, wordiness and neurotic fatigability. There is a high level of anxiety and apprehensiveness together with diminished activity, lowered self-confidence and a general loss of initiative <sup>[2]</sup>. Emotions exert an incredibly powerful force on human behavior. Life would be a drab without emotions. The term emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior <sup>[3]</sup>. 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 <sup>[4]</sup>. The sportspersons have to be highly vigilant, emotionally stable, socially mature and able to control their nerves in order to perform at sports competitions. It becomes quite apparent that psychological fitness also needs to be kept equally in mind to achieve high results in sports competition <sup>[5]</sup>. Relationship Management includes the identification, analysis, and management of relationships with people inside and outside of your team. It is the aspect of your EQ that enables you to succeed in inspiring other people and helping them to reach their full potential. Relationships are very important part of our lives, and often give us meaning, purpose, positive emotions, and contribute to an individual's sense of well-being, self-esteem and security <sup>[6]</sup>. The self-integrity concept in athletes' performance describes the management of their achievement and goal-settings from their personal strategic plans which include individual's effort in maintaining the integrity between him/her and the coach; the good relationship inside and outside court with the coach <sup>[7]</sup>. Therefore, self-integrity of the athletes might be perceived by their close relationship with the coach inside and outside court <sup>[8]</sup>.

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**Materials and Methods**

Two hundred nine [N=209] male Inter-College level players were chosen as subjects. They were divided into following two groups.

- Group-A: N<sub>1</sub>=130; Open Skill Athletes.

- Group-B: N<sub>2</sub>=79; Closed Skill Athletes.

Emotional Stability, Managing Relations and Integrity were selected for the purpose of this study.

**Table 1:** Distribution of subjects

Sample Size [N=209]			
Open Skill Athletes	Sample [N <sub>1</sub> =130]	Closed Skill Athletes	Sample [N <sub>2</sub> =79]
Volleyball	42	Archery	39
Handball	45	Gymnastic	12
Basketball	43	Shooting	28



**Fig 1:** Graphical illustration of data collection

**Statistical Analysis**

Unpaired t-test was applied to assess the variation between Open Skill Athletes and Closed Skill Athletes on the

variable, Emotional Stability, Managing Relations and Integrity. The level of significance was set at 0.05.

**Results**

**Table 2:** Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Emotional Stability, Managing Relations and Integrity

Variables	Open skill athletes			Closed skill athletes			t-value
	Mean	SD	SEM	Mean	SD	SEM	
Emotional Stability	15.74	2.64	0.22	15.66	2.68	0.29	0.22
Managing Relations	15.91	2.21	0.20	15.76	2.21	0.25	0.52
Integrity	12.77	1.70	0.14	11.76	1.83	0.21	4.06*

Table-2 depicts Mean, Standard Deviation, Standard Error of Mean and t-value of Open Skill Athletes and Closed Skill Athletes on the variable, Emotional Stability, Managing Relations and Integrity.

**Emotional Stability**

No significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill Athletes) with regard to the variable, Emotional Stability (t-value-0.22).

**Managing Relations**

No significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill

Athletes) with regard to the variable, Managing Relations (t-value-0.52).

**Integrity**

Significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill Athletes) with regard to the variable, Managing Relations (t-value-4.06\*).

**Conclusion**

No significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill Athletes) with regard to the variable, Emotional Stability (t-value-0.22) and Managing Relations (t-value-0.52).

However, Significant differences were found between the means of both groups (*viz.*, Open Skill Athletes and Closed Skill Athletes) with regard to the variable, Managing Relations (t-value-4.06\*).

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