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An investigation of emotional instability among field hockey players

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Abstract

The purpose of this study was to compare Emotional Unstability among district level, state level and national level Field Hockey Players. To obtain data, the investigators had selected Ninety Nine (N=99), Female subjects between the age group of 12-28 years (Mean±SD: Age 16.90±3.80 (yrs), Body Height 161.41±4.97 (cm), Body Mass 52.36±5.35 (kg)). For evaluating the levels of Emotional Unstability among subjects, Singh and Bhargava's (1988) Emotional Maturity Scale (EMS) was used. The Statistical Package for the Social Sciences (SPSS) was used for all analyses. The differences in the mean of each group for selected variables were tested for the significance of difference by One-way Analysis of Variance (ANOVA). For testing the hypotheses, the level of significance was set at 0.05. To conclude, it is significant to mention in relation to Emotional Unstability that results of Analysis of Variance (ANOVA) among Hockey Players were found statistically insignificant ($p>.05$).

Keywords: Emotional instability, district, state, national

Introductions

Emotional Unstability refers to rapid, often exaggerated changes in mood, where strong emotions or feelings (uncontrollable laughing or crying, or heightened irritability or temper) occur. People who experience emotional instability may have difficulty regulating their emotions and may experience frequent mood swings, ranging from extreme sadness and despair to euphoria and excitement. Emotional Unstability refers to a pattern of behavior characterized by intense, unpredictable, and sometimes rapid changes in mood, emotions, thoughts, and feelings. The ability of a person to perform in any sports/game is obviously limited by his/her physical characterizes, but beyond these broad restrictions, psychological factors play a decisive role. Many coaches and psychologists believe that future records will be broken primarily because of increased focusing on psychological features of the personality more than physiological and mechanical aspects of performance. Adolescents have to contend with a variety of physical, emotional, educational, and social changes, which can be stressful (Boekaerts, 1996) [2]. Coping develops throughout the maturation process in adolescence, which results in adolescents progressively having more variety in the strategies they can deploy (Seiffge-Krenke, 1995) [8]. Indeed, it is thought that coping is constrained by biological, cognitive, social, and emotional maturation (Compas, et. al., 2001) [4]. A person's level of biological maturity influences how a person copes through the development of physiological systems in the body that are related to coping, such as the hypothalamic-pituitary-gonadal axis (McCormick & Mathews, 2007) [7]. Coping may also be constrained by cognitive maturity, because a person needs sufficient meta-cognitive abilities, which is associated with maturation (Williams & McGillicuddy-De Lisi, 1999) [10], to be able reflect on coping. Finally, coping is thought to be constrained by emotional maturity. Theoretically, a less emotionally mature individual would be unable to regulate his or her emotions and may respond to stressful situations by only venting his or her emotions, because the individual does not have alternative way of responding to stress. Little, however, is known about the relationship between coping and emotional maturity among adolescent athletes. In order to address this gap in the literature, we assessed a model that included emotional maturity, dispositional coping, and coping effectiveness among adolescent athletes. Another Author (Chamberlain, 1980) [3] reported that an emotionally matured person is one whose emotional life is well under control. (Skinner, 1949) [9] an emotionally matured person is the one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in

spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. For example, independent studies conducted by Cohn and Loehr as well as Ravizza (Krane & Williams, 2006) [5] indicated emotional characteristics associated with peak performance in sport ranging from loss of/no fear to feelings of being in complete control (having control over emotions) to extraordinary awareness and optimism as well as feelings of self-confidence, happiness, mental calmness, and excitement. (Peter Lichtenberg, 2005) [6] in his research on "Emotional Maturity Across Life Span "found that only that man has ability to work with others who has emotional

maturity and stability. He focused on ageing as well as personality and emotional maturity across life span in his study.

Material and Methods

Selection of Subjects

For the purpose of the present study, Ninety Nine (N=99), Female subjects between the age group of 12-28 years (Mean±SD: Age 16.90±3.80 (yrs), Body Height 161.41±4.97 (cm), Body Mass 52.36±5.35 (kg)) volunteered to participate in the study. The demographics of subjects are brought forth in Table 1.

Table 1: Subject’s Demographics of Field Hockey Players (N=99) (i.e., District Level (N₁=45), State Level (N₂=32) and National Level (N₃=22))

Variable (s)	Sample Size (N=99)			
	Total N=99	District Level (N ₁ =45)	State Level (N ₂ =32)	National Level (N ₃ =22)
Age (yrs)	16.90±3.80	13.8±1.32	17.40±4.98	22.54±3.05
Body Height (cm)	161.41±4.97	156.95±3.83	164.78±1.77	165.63±1.29
Body Mass (kg)	52.36±5.35	47.57±4.12	55.53±1.54	57.57±1.36

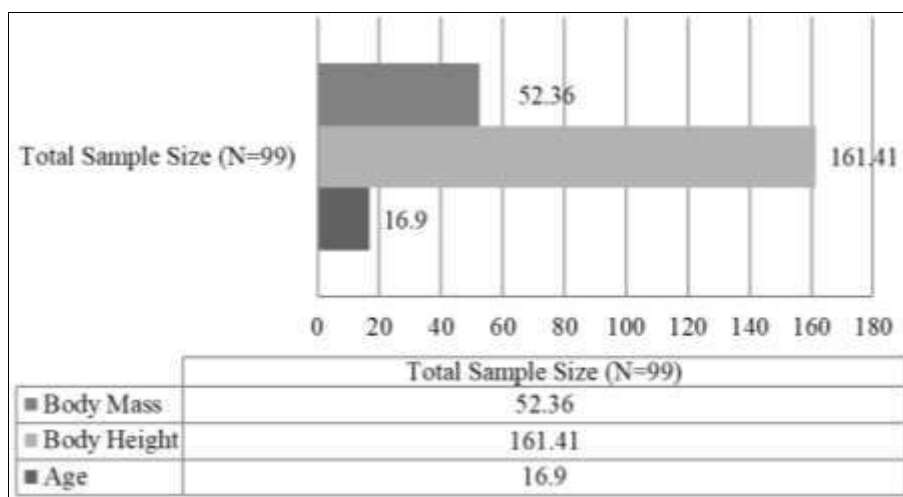


Fig 1: Subject’s Demographics of Hockey Players (N=99) (i.e., District Level (N₁=45), State Level (N₂=32) and National Level (N₃=22))

Selection of Tools

Emotional Maturity Scale (EMS)

For evaluating the levels of Emotional Unstability among subjects, Singh and Bhargava’s (1988) Emotional Maturity Scale (EMS) was used.

Statistical Analysis

The Statistical Package for the Social Sciences (SPSS) was used for all analyses. The differences in the mean of each group for selected variable were tested for the significance

of difference by One-way Analysis of Variance (ANOVA). For testing the hypotheses, the level of significance was set at 0.05.

Results

For the chosen variable, the result pertaining to Analysis of variance (ANOVA) among District level, State level and National level Field Hockey Players on the variable Emotional Unstability are presented in the following tables:

Table 2: Analysis of variance (ANOVA) results among Field Hockey Players (N=99) (i.e., District Level (N₁=45), State Level (N₂=32) and National Level (N₃=22)) with regards to Emotional Unstability

Source of Variation	Sum of Squares	d.f.	Mean Square	F-value	p-value
Between Groups	61.599	2	30.800	1.163	.317
Within Groups	2542.037	96	26.480		
Total	2603.636	98			

The p-value is .317. The result is not significant at $p > .05$.

It is evident from Table-2 that results of Analysis of Variance (ANOVA) among Hockey Players with regards to Emotional Unstability were found statistically insignificant ($p > .05$).

Hypothesis Testing

It was hypothesized that there will be significant differences among District level, State level and National level Field Hockey Players on the variable Emotional Unstability. At

this point in the research study, the researcher rejected the hypothesis of this study.

Conclusions

To conclude, it is significant to mention in relation to Emotional Unstability that results of Analysis of Variance (ANOVA) among Hockey Players were found statistically insignificant ($p > .05$).

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