

## Effect of Patanjali yogic practices on, emotional competence of male archers

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### Abstract

The word competence means certain characteristics or skills that is necessary to execute some task effectively. An emotionally competent person is capable of understanding and coping with emotional situations. The role of emotions in sports psychology has been thoroughly described and linkage with sports performance and emotions has been clearly defined although with certain contradictions. Like any other sport role of emotions in archery performance has been highlighted and certain psychological program has been advocated to enhance emotional competence in archers. One such age old practice is yoga and its psychological and emotional benefits are widely discussed but there is no scientific evidence that yoga is useful in enhancing emotional competence of archers. To deal with this issue, the researcher selected 100 national level male archers (Average age 22.89 years) to carry out this work. To adhere to research design, these male archers were divided and placed into experimental and control group. The emotional competence of male archers was assessed by scale prepared by Sharma and Bhardwaj (1998). The six months yoga practices program was designed on the guideline of Patanjali Yogpeeth Haridwar. During the span of 06 months study period the male archers from experimental group were subjected to specific yogic practices. The male archers from experimental and control group also continued their regular daily practice and training schedule. The pre-post data on emotional competence was collected by administering the scale of Sharma and Bhardwaj (1998). Results reveal significantly superior emotional competence in male archers from experimental group as compared to male archers from control group after the completion of study period of 06 months. It thereby concluded that 06 months of yogic practices is good for improving the emotional competence in male archers.

**Keywords:** archery, emotional competence, yogic practices

### Introduction

The role of emotions in sports psychology has been thoroughly described and linkage with sports performance and emotions has been clearly defined although with certain contradictions. Young (1973) <sup>[17]</sup> defined emotions as mental imbalances and used some psychological factors for assessment of emotions. Trnka *et al.* (2016) <sup>[14]</sup> defined emotions in the light of behaviour, creativity and motivation. The word competence means certain characteristics or skills that are necessary to execute some task effectively. An emotionally competent person is capable of understanding and coping with emotional situations. It is the capacity which separates talented players from others. Emotional competence helps us to achieve certain goals and it also shows the curiosity of an individual to learning new things. Griffiths and Scarantino (2009) <sup>[7]</sup> considered emotional competence as developmental process. According to Dickenson (1982) <sup>[3]</sup> emotional competence is required to control our behaviour. Denham (1998) <sup>[2]</sup> defined emotional competence as the ability to understand not only individual emotions but others also. In sum total emotional competence is related to satisfactory depth of feeling, capacity to express and control emotions, capacity to manage emotions, coping skills to manage problematic emotions and possess positive emotions respectively.

In sports performance scientific studies gives detailed description of contribution of emotions. Wagstaff (2014) <sup>[16]</sup> reported that sports performance is heavily dependent on emotion regulation. Hanin, 2000; Parfitt & Hardy, 1993 <sup>[8]</sup>

and Vallerand, 1983 <sup>[15]</sup> also reported the role of emotions especially anxiety in sports performance. They propounded that level of anxiety as negative or positive emotions is inter-related with sports performance. Forgas (1995) <sup>[4]</sup> scientifically shown that emotions affect sportspersons attention span, discretion and judgment. Fredrickson (2001) <sup>[5]</sup> reported that positive emotions helps athletes to process the environmental information more efficiently. Isen *et al.* (1987) <sup>[9]</sup> reported that cognitive skills of sportsperson is highly associated with their emotions. So role of emotions and its utility in sports performance has been clearly established.

Due to ever increasing importance of emotions in performance, sports psychologists designed quite a few strategies to manage emotions in athletes. Apart from this one ancient practice has also shown to do wonders for emotional control in athletes. This practice is known as yoga. Petar (2011) <sup>[13]</sup>, Manickam *et al.* (2012) <sup>[11]</sup>, Goodman *et al.* (2014) <sup>[6]</sup>, Kusuma and Wang Bing (2017) <sup>[10]</sup> given scientific support to this fact that yoga is good for sportsperson to attain emotional control. Apart from these studies Anthony *et al.* (2019) <sup>[1]</sup> revealed that emotional competence of school children can be enhanced by regular yogic practices.

Like any other sport role of emotions in archery performance has been highlighted and certain psychological program has been advocated to enhance emotional competence in archers as well as certain yogic practices. But it is important to use yogic practices that has quality to enhance emotional competence in archers. Hence the

researcher explored the efficacy of yogic practices program prepared by Patanjali Yogpeeth Haridwar, this study was planned.

**Objective**

The objective of this study was to assess the effect of 06 months yogic practices program on emotional competence of male archers.

**Hypothesis**

It was hypothesized that 06 months of specific yogic practices program will enhance emotional competence in male archers.

**Methodology**

The following methodological steps were taken in order to conduct the present study.

**Research Design**

Randomized Control-Group Pretest Post Test Design

**Sample**

To perform this study we have selected 100 national level male archers. The average age of these male archers was 22.89 years. The selection of male archers was done from training camp organised in Uttar Pradesh and Uttarakhand. These males archers were randomly divided into experimental and control group with 50 male archers in both of these groups.

**Tools**

**Emotional Competence Scale**

Emotional Competence Scale standardized by Sharma and Bhardwaj (1998) was used in this study. This scale consists of 30 statement based on five dimensions namely Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions, and Enhancement of positive emotions respectively. The five-point Likert scale was used for scoring purpose. Higher the score superior is emotional competence of subject.

**Yogic Practices**

06 months specific yogic practices program prepared by Patanjali Yogpeeth Haridwar was used in the present study. It consists of asanas such as Vrikshasana, vajrasana, shashankasana, ushtrasana, makarasana along with surya namasakar, tratak and pranav dhyana with addition of OM chanting. The time duration of this yogic practice is 30 minutes / day and five days a week.

**Procedure**

After randomly assigning subjects into experimental and control group, emotional competence scale was administered prior to start of study period. A six-month yogic practices regimen was started from male archers belonging to experimental group while control group did not participate in yogic practices. After 06 months of study period, emotional competence scale was read min in stered. The scoring was carried in accordance with manual and pre-post data is tabulated. Independent and paired sample 't' test, gain score and ANCOVA was used for data analysis.

**Data Analysis**

**Table 1:** Comparison of Pre-Post Mean Scores on Emotional Competence of Male Archers

Study Groups	N	Shooting Ability				't'
		Pre-Test		Post Test		
		Mean	S.D.	Mean	S.D.	
Experimental Group	50	79.98	6.51	88.62	6.35	7.02**
Control Group	50	81.30	9.86	84.84	8.41	1.84

t (df=49) at .05 level 2.01 and 2.68 at .01 level

\*\* Significant at .01 level

Table 1 shows significant change in emotional competence of male archers from experimental group after completion of six months study period as compared to pretest measures. (t=7.02, p<.01) No significant change was observed in emotional competence of male archers from control group after completion of six months study period as compared to pretest measures. (t=1.84, p>.05)

The pre-post mean difference on emotional competence of male archers from two groups was compared by computing gain score (Posttest - pretest). The same is shown in table 2

**Table 2:** Comparison of Gain Score on Emotional Competence in Male Archers from Experimental and Control Group

	Experimental Group (N=50)		Control Group (N=50)		't'
	Mean	S.D.	Mean	S.D.	
Gain Score (Emotional competence)	+8.64	8.70	+3.54	13.57	2.23*

t (df=98) at .05 level 1.98 and 2.63 at .01 level

\* Significant at .05 level

A perusal of table 2 indicate that mean gain in emotional competence of male archers from experimental group during study period was +8.64 while the mean gain in emotional competence of male archers from control group was +3.54. It shows that emotional competence of male archers from experimental group has increased more as compared to shooting ability of male archers of control group. [t=2.23, p<.05]

In order to nullify pre-existing difference in emotional competence of male archers from two study groups, ANCOVA was applied and given in table 3.

**Table 3:** Analysis of Co-variance (ANCOVA)

Source	df	Sum of Squares	Mean Squares	F	Sig.	Level
Pre	01	7.263	7.263	0.12	NS	
Groups	01	346.922	346.922	6.18	.05	
Error	97	5445.237	56.136			
Corrected Total	99	5809.710				

F<sub>(1,97)</sub> at .05 = 3.94 and F<sub>(1,97)</sub> at .01 = 6.90

**Table 4:** Adjusted Mean Scores after Controlling for Pre-Test Emotional Competence Scores

Groups	Adjusted Mean
Experimental	88.59
Control	84.86
Mean Difference = 3.73, p<.05	

Covariates appearing in the model are evaluated at the following values Pre-test = 80.64

Entries shown in table 3 and 4 shows that adjusted mean scores on emotional competence of male archers from experimental group was 88.59 while for male archers from control group it was 84.86. It shows that even after controlling for pre-test scores, the emotional competence of male archers who took part in 06 months yogic practices (experimental group) was significantly higher as compared to emotional competence of male archers from control group. [F=6.18, p<.05; Mean Difference = 3.73, p<.05]

### Result and Discussion

Result indicate that male archers who took part in six months specific yogic practice program shown increased emotional competence as compared to male archers from control group with both groups having regular practice schedule.

The Yogic practices of Patanjali Yogpeeth Haridwar consist of some useful asanas and meditation. It is contended in this program that by practicing this emotional and mental skills can be enhanced. For example Vrikshasana, vajrasana, Shashank asana, ushtrasana, makarasana are considered good for emotional control and other psychologically helpful variables. The benefits of surya namaskar, tratak and pranav dhyana is also documented for enhancement in mental skills. As per the results of present study these purported mental, psychological and emotional benefits of this yogic practice is scientifically confirmed for male archers also. Hence the enhancement in emotional competence of male archers by participating in this yogic practices program is justified.

### Conclusion

On the basis of results it was concluded that six months of specially designed yogic practices program is useful in enhancing emotional competence in male archers. It may also be concluded that such yogic practices can be included in training plan for archers to enhance their emotional control.

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