

LEVEL OF REGULATION AND MANAGEMENT OF EMOTIONS IN JUDO IN PRIMARY SCHOOL CHILDREN IN THE PROJECT "JUDO IN SCHOOLS" IN CROATIA

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INTRODUCTION

Emotional intelligence in children is critical because it refers to their ability to recognise, understand and manage their own emotions, as well as the emotions of other people. This type of intelligence plays a key role in their social and emotional development and has a long-term impact on their success in life (Goleman, 1995).

The idea of judo founder Jigoro Kano is based on achieving goals through judo to develop the physical, intellectual and moral abilities of man who thus maximally contributes to his social community (Kano, 2005).

Judo was introduced in Croatia as an organised extracurricular school activity in 2013 through the project "Judo in Schools" (Bradić, 2015). One of the fundamental reasons was the beneficial effects on the development of psychological characteristics that positively affect behaviour in children (Đonlić, 2015). The research of respondents involved in the project "Judo in schools" in the emotion regulators segment aims to prove judo exercise's positive impact on behaviour through self-control. Emotional intelligence helps children establish quality interpersonal relationships (Duckworth et al., 2014). Through understanding their own and other people's emotions, children become more aware of other people, develop empathy, and learn how to deal with conflict positively. Mechanisms activated through judo exercise are associated with different emotional states and their recognition, control and direction through specific judo activities (Bradić & Callan, 2018). Through self-regulatory, emotional intelligence helps children learn how to control their emotions and impulsive behaviour.

The development and functioning of emotions conditions the development of behaviour in children through regulating emotions (Takšić, 2015). Emotionally intelligent children cope better with stress, adapt more quickly to changes, and can face challenges. Emotionally intelligent children often perform better in school because they can concentrate better, have more motivation to learn, and can cope with school demands more easily (Eisenberg & Morris, 2002). The connection between the different psychological mechanisms activated and developed through exercise is judo and a form of emotional intelligence (Smojver-Ažić et al., 2016). Also, emotional intelligence encourages the development of creativity and

critical thinking. Emotional intelligence plays a key role in preventing mental problems in children. Emotional intelligence helps children understand and respect other people's different perspectives, cultures, and values. This promotes inclusivity, tolerance and understanding of diversity, crucial for building harmonious societal relationships (Takšić, 2002). The link between judo activity and emotional intelligence is reflected in behaviour in different situations in which emotions and emotional regulators are activated, and their action affects the mechanism of self-control.

METHODS

The research includes respondents who engage in judo activities through the “Judo in Schools” project and practice judo as an extracurricular activity in Croatia.

Respondents are holders of student belts in which the Regulations for passing student belts (kyu) defined the minimum age for each belt and the minimum distance between exams for belts.

Table 1 – display of the age and belt of the respondents

Age	Kyu Belt
<i>9-11</i>	<i>until green</i>
Control of input quantity.	The input of the belt
<i>8</i>	<i>yellow</i>
Control of output quantity.	Control output kyu belt
<i>13</i>	<i>Blue</i>

The study was conducted on 156 respondents according to the questionnaire for the Questionnaire on Emotional Skills and Competence "Cross-cultural validation of the emotional skills and competence questionnaire (ESCQ) - ESQ-45". ESCQ evaluates various aspects of emotional intelligence, including emotional self-awareness, emotional self-control, empathy, social competence, and personal impact. The questionnaire consists of a series of claims related to these aspects, and respondents evaluate the level of agreement or frequency on the scale (Takšić, 2003). The results are then used to assess an individual's emotional intelligence in different areas.

The questionnaire was chosen because of the intercultural validation of the Emotional Skills and Competence Questionnaire (ESCQ).

The questionnaire consists of forty-five items divided into three subscales:

- observation and understanding of feelings (PU),
- expression and labelling of feelings (EL)
- management and regulation of feelings (MRI)- and is classified as a measure of "trait of emotional intelligence "or "perception of emotional intelligence ".

Components that valorise the level of regulation and management of emotions (MRI) were extracted from it through the Identification of Individual UEK-45 subscales. The test is relevant with several constructs in the Croatian, Portuguese, Finnish, Swedish, Slovenian, Spanish and Japanese contexts. This has proven value in a study within the framework of emotional intelligence from the framework of Mayer-Salovey (Brackett & Salovey, 2006). The test has relevant connections in real life according to criteria in the school achievement segment, different health risk behaviours and determining leadership quality (Takšić et al., 2009).

Table 2 – Questions from the questionnaire according to the subscale for the valorisation of regulation and management of emotions

RB	Question
1.	I can maintain a good mood even if something bad happens.
2.	I can maintain a good mood, even when the people around me are in a bad mood.
3.	Unpleasant experiences teach me how not to behave in the future.
4.	When someone praises me, I work with more enthusiasm.
5.	When I dislike someone, I find ways to let them know.
6.	It is hard for me to break my mood when I am in a good mood.
7.	When I am in a good mood, every problem seems solvable.
8.	When I am with someone who always treats me well, I watch how I act.
9.	I learn best when I am in a good mood and happy.
10.	If I really want to, I will solve a problem that may seem unsolvable.
11.	I have no difficulty convincing a friend that there is nothing to worry about.
12.	I try to control unpleasant emotions while strengthening positive ones.
13.	There is nothing wrong with how I usually feel.
14.	I do my tasks as soon as possible rather than think about them.
15.	I try to maintain a good mood.
16.	As far as I am concerned, it is normal for me to feel the way I do now.

The subject of the study is children aged 11-14 years. For this reason, a method involving parents and responsible persons in charge of children has been chosen. This avoids direct contact with children, so the ethical norm of conducting testing is relaxed.

Parents fill out questionnaires instead of children for the following reasons:

- Cognitive ability: younger children may have the limited cognitive ability to understand and express their opinions and experiences in the way required to complete questionnaires. Parents provide a better understanding and interpretation of the child's experiences.
- Language skills: Parents have better-developed language skills and can articulate their child's experiences in an understandable and research-appropriate way.
- Logistics and efficiency: Given logistics, parent questionnaires can be more efficient and convenient for data collection.
- Better perception and perspective: Parents can provide important insight into a child's behaviour, emotional state, and other aspects of emotional intelligence from their perspective as a person close to the child. They can often spot and perceive specific patterns or changes in the behaviour and emotional development of the child.

Of course, the question of ethics is also important because parents and adults are participating in the survey (Newman & Covrig, 2013).

The obtained results are coordinated with the official norms of elementary school students on emotional factors belonging to the field of official psychology of primary schools in Croatia. The official norms of elementary school students on emotional factors are one of the unique scales that arise from implementing certain activities between competent universities with psychology studies and institutions that take care of educational processes, such as the Ministry of Education. These standards were obtained based on research and activities of monitoring the impact and action of the educational system on children. These norms are compatible with the study and measurement of subjects because they are the same as the questionnaires used in this study in the segment of morphological, biological, and psychological values of the subjects.

RESULTS

A total of 138 questionnaires were successfully processed. After assessing the subjects through a questionnaire distributed with the Qualtrics application, the presented test results were additionally processed by extracting the necessary parameters. The Qualtrics application

is set up so that the required elements are listed, and all elements are by the required values specified in the submitted questionnaire. All the resulting parameters are extracted and prepared for further processing. The results were then transferred to the format for further processing in the SPSS program, from which the most important parts were extracted, which show a picture of emotional states and their control. The results obtained are presented by the minimum, average and maximum values of the results.

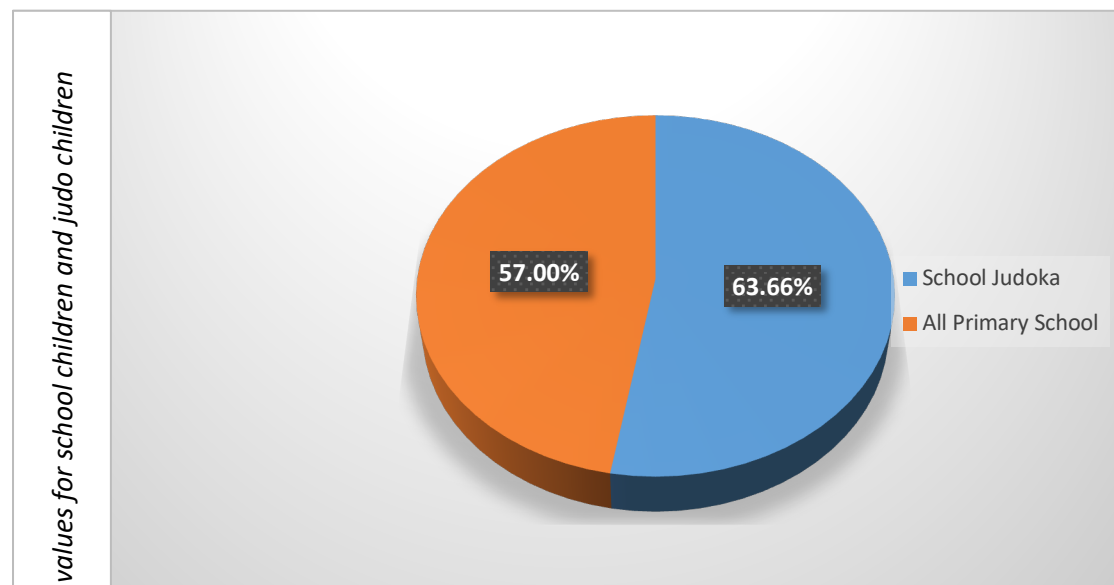
The cross-section of the average values of the obtained results is listed in the following table, which shows the answers to questions from the Emotional and regulation group.

Table 2. ESCQ_MR Emotional scale regulation and management

	Emotional scale regulation and management (ESCQ MR)	
Value	School Judoka	All Primary School
Minimum	20.00	40.00
Median	63.66	57.00
Maximum	79.00	74.00

A comparison of the obtained values between children practising judo and official norms for emotional intelligence is presented through a diagram.

Figure 1. Emotional scale regulation and management ability scale: Comparison of normative values for schoolchildren and judo children



For the connection of emotional states and behaviours, a significant impact has the value of the scale of e regulation of feelings and the ability to manage. The degree of development of regulators and emotion management is visible in the results of 6.66 or 11.7% in favour of judo

subjects. The difference in favour of the judo population of respondents significantly shows the possible impact of judo activity on children in the regulators and emotion management segment. Given the correlation of this element with self-control, it can be concluded that the answers in the questionnaire showed particularly satisfactory results.

Emotional regulation and the ability to manage the results achieved are significantly higher in favour of judo respondents. As is the expression itself, is significantly higher in the judo population than in other subjects; there is argumentative evidence of the impact of judo activities on children. As a factor that is one of the keys to influencing behaviour, emotional regulation, and the ability to manage, it significantly demonstrates the development of self-control mechanisms.

DISCUSSION

The research results showed a higher value of children included in the judo program about the prescribed norms for primary school children. The result can be significant for the judo community, but the biological age of children must also be considered. At the age of the subjects, maturation and development processes are still present, and the results can be taken as guidelines for further development. Emotional intelligence, emotional control and regulators of emotions explain the mechanisms that occur during organised exercise judo. The emotional state, which refers to some instant emotional reaction, is associated with emotional control. Self-control is another continuation in the chain of mechanisms of functioning of emotions. It contains a broader notion of control, including control over one's behaviour, thoughts, impulses, and emotions. Emotional states, emotional control, and self-control, interact and influence each other through various mechanisms like emotional regulators. The impact of emotional states on emotional control is significant under the influence of intense emotional states such as aggression, fear, anger, etc. The ability to reason and make decisions can be destroyed by arousing emotions at elevated levels. This can result in an impact on behaviour in the form of impulsive manifestation.

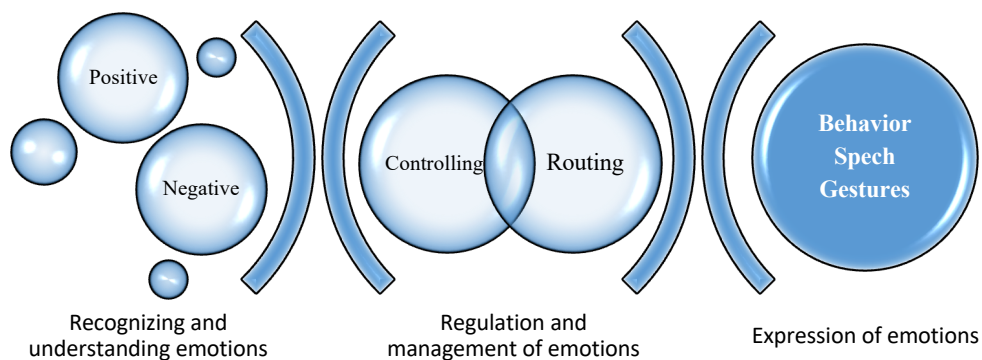
Judo activity, in its exercise structure and technical and tactical elements, contains different emotional states caused by different methods and situations. Regular training develops mechanisms for regulating emotional states through emotional control through emotional regulators. People with greater self-control can refrain from impulsive reactions and manage their emotions in an adaptive way. Self-control can be considered the basis of emotional

control because it requires conscious effort and regulation to maintain the desired emotional response.

This association indicates the development of emotional intelligence and effective management of emotions.

This is one of the key elements in which a person practices learning to control emotions in extreme emotional states and focusing on controlled behaviour through self-control.

Scheme 1 – Overview of the process of transformation of emotions



This schema shows the process of emerging, detecting, and understanding emotions, controlling, and directing them, and manifesting them through behaviour, speech, or gestures. The first stage of recognition and understanding is essential for their further guidance and reflects emotional literacy. The second stage of control and direction occurs through emotional regulators, who, with their development, can influence how emotions manifest. The last stage is not always necessary because emotional regulators can prevent expression through activation through behaviour, speech, or gestures.

This chain of action also presents the mechanism of self-control.

CONCLUSION

Selected respondents showed significant development in understanding and managing emotions on the questionnaire. The results of the subjects showed that judo as an activity in children positively affects the processes of emotional states in the segment of regulation and

management. High scores on individual issues detect mechanisms that recognise, control, and manage different emotional states. The study showed that judo activity in elementary school positively affects behaviour, confirmed in previous studies that included behavioural grades (Smojver-Ažić et al., 2016).

The importance of emotional intelligence through their recognition, management and direction is related to the impact on behaviour. This process is conducted through self-control. Thus, it can be concluded that subjects engaged in judo positively influence behaviour and follow the rules due to the immediate connection of mechanisms of recognising, controlling, and directing different emotional states.

The research on emotions in children in primary schools has expanded the platform's foundations that deal with judo's indirect and immediate impact on behaviour. Further research should be focused on understanding the development of the emotional components of respondents. The research should focus on segmented parts and the relationship between judo activities and respondents.

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