

Review Of Research

Abstract:-

The purpose of the study was to compare the emotional intelligence between college level male individual and team sports players. The present study was conducted on a sample of sixty subjects (N=60), which further divides into two groups. First group consist of thirty (N1=30) male players from individual sports (i.e. judo-10, wrestling-10 and boxing -10) and the second group involve thirty (N2=30) male players from team sports (i.e. football-10, basketball-10 and volleyball-10) of age ranging from 18 to 25 years. All the participants were informed about the aim and methodology of the study and they volunteered to participate in this study. Data was collected with the usage of Semantic Differential Emotional

EMOTIONAL INTELLIGENCE BETWEEN INDIVIDUAL AND TEAM SPORTS PLAYERS: A COMPARATIVE ANALYSIS



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Intelligence Instrument developed by Carrothers et al. (2000). The independent samples t-test was applied to assess the differences between individual and team sports players. The level of significance was set at 0.05. Results revealed statistically significant differences between individual and team sports players with regard to Maturity ($p < 0.05$), Morality ($p < 0.05$) and Sociability ($p < 0.05$) and insignificant differences with regard to Compassion ($p > 0.05$) and Calm Deposition ($p > 0.05$). While comparing the means, team sports players had greater maturity, morality and sociability than individual sports players.

Keywords:

Emotional intelligence, individual sports, team sports.

INTRODUCTION

During the past few decades, there are many researchers spinning around and works on the concept of emotional intelligence for fetching out principals which assist an athlete to get peak performance and excellence in sport. The construct of emotional intelligence was initially coined by Salovey and Mayer (1990), but it was Goleman (1995) who has popularized the concept. Goleman (1998) defined emotional intelligence as, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Furthermore, he suggested that emotional intelligence consisted of five general components viz. self-awareness, self-regulation, motivation, empathy, and social skills. Bar-On (1999) expressed that emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits. Emotional intelligence is related to one’s understanding of themselves and others, their relationship with others, and adaptation to their surrounding environment and these are necessary factors for coping with social and individual demands. “Emotional intelligence includes distinguishing and controlling emotions in order to influence one's thoughts and behavior”, Bradberry & Greaves (1953). Ajayi (2006) described emotional intelligence as an effective measure to evaluate capabilities of an individual. Loehr and Schwartz (2001) mention that the reason, why successful sportspersons and sports teams have sustained such high performance, is due to possessing high levels of emotional intelligence. Van Rooy et al. (2004) believed emotional Intelligence is athlete’s capacity to proper evaluation considers emotions that trigger the correct response in a difficult position. Vasiliki et al. (2009) found a direct relationship between emotional intelligence and baseball player performance. Mayer (2006) and Wong (2002) both revealed that emotional intelligence makes prediction of success feasible, for it shows how one immediately employs their knowledge in a certain situation. The neurological sciences literature also suggests that there is a positive relation between emotional intelligence and performance as Bechara et al. (2000) suggests. Ardahan (2012), Bostani and Saiari (2011) and Sohrabi et al. (2011) found that emotional intelligence level differences are there in favor of athletes as compared to non-athletes. Taksic et al. (2005) found that adolescents in sport gymnasium have better emotional competence than those in regular gymnasium, but the only significant difference is found in ability to express and name emotions. Students from Sport gymnasium are better in expressing and labeling emotion compared with their peers in regular gymnasium. Nideffer and Bond (1989) found that the interpersonal style, ‘control’, was most predictive of individual open-skilled sport types but least predictive of open-skilled team sports. Mahoney (1989) and Morgan (1984) found that the open-skilled individual sport of wrestling athletes require to control the impact of strong emotions from detrimentally affecting their performance. Undoubtedly the one-on-one competition of wrestling would elicit strong emotions such as anger and frustration, however it could be presumed that the successful athlete inhibits such feelings from affecting their thoughts, actions and behaviors while competing. Nowadays, by resorting to the theory of emotional and social intelligence, researchers are aiming to determine and predict success in achieving a high level of athletic and academic skills as expressed by Bar-On (1999), Mayer (1998b) and Gardner (1983). The aim of this study is to quantify the emotional intelligence differences between individual and team sports players.

MATERIALS AND METHODS

Subjects:

A sample of sixty (N=60) subjects, which further divided into two groups, first group named as individual sports group (N1=30), consist players from individual sports i.e. judo, wrestling and boxing (10 each). Second group named as team sports group (N2=30), comprises players from team sports i.e. football, basketball and volleyball (10 each). The age of subjects was ranging from 18 to 25 years and they participated in inter-college competitions of Guru Nanak Dev University, Amritsar, Punjab, India respectively. All the participants were informed about the aim and methodology of the study and they agreed to participate in this study. The purposive sampling technique was used to select the subjects.

Methodology:

Questionnaire method was applied for the collection of data. Semantic Differential Emotional Intelligence Instrument developed by Carrothers et al. (2000) was used for data collection. The questionnaire comprises of 34 items measuring the emotional intelligence in five dimensions i.e. maturity (12), compassion (08), morality (07), sociability (04) and calm disposition (03). It’s a 7 point scale and subject has to place a tick mark in one of the seven alternatives to his best of honesty and sincerity. Before filling up the questionnaire necessary instructions were given and questions were explained to the subjects.

Statistical Analyses:

Data was analyzed using SPSS Version 16.0 (Statistical Package for the Social Sciences, version 16.0, SPSS Inc, Chicago, IL, USA). Independent samples t-test was used to test if population means estimated by two independent samples differed significantly. The level of significance was set at 0.05.

RESULTS

Table-1. Mean values (\pm SD), standard error difference of the mean and test statistic t of Emotional Intelligence between Individual and Team Sports Groups.

VARIABLES	Individual Sports Group (N ₁ = 30)		Team Sports Group (N ₂ = 30)		Mean Difference	SEDM	t-value	Sig.
	Mean	SD	Mean	SD				
Maturity	61.93	6.64	65.23	5.50	3.30	1.57	2.095*	0.041
Compassion	38.00	5.07	39.47	5.00	1.47	1.30	1.127	0.264
Morality	34.00	6.09	36.73	3.41	2.73	1.27	2.144*	0.036
Sociability	18.07	3.12	19.53	1.83	1.46	0.66	2.215*	0.031
Calm Disposition	13.33	3.21	13.07	2.35	0.26	0.72	0.367	0.715

*Significant at 0.05 level

Table 1 presents the mean and SD scores of Emotional Intelligence between individual and team sports players. The results revealed statistically significant differences between individual and team sports players with regard to the variables of emotional intelligence i.e. maturity ($p < 0.05$), morality ($p < 0.05$) and sociability ($p < 0.05$). However, statistically insignificant differences were found with regard to compassion ($p > 0.05$) and calm disposition ($p > 0.05$) respectively. While comparing the means, team sports players had greater maturity, morality and sociability than individual sports players.

DISCUSSION

The results of the present study revealed that team sports players have exhibited statistically significant differences with regard to maturity, morality and sociability, when compared to individual sports players. While comparing the means, team sports group had shown greater maturity, morality and sociability than individual sports players. Present research findings are partially in line with the study of Zamanian, Faezeh et al. (2011), they established that athletes have higher emotional intelligence in comparison with non-athletes. Results partially favors with the results of Singh, Baljinder et al. (2014), as they concluded that there was significant differences among sprinters, throwers and jumpers on the account of sociability but partially in contrast as they found insignificant differences in respect to maturity and morality. Findings also revealed insignificant differences with regard to compassion and calm disposition between individual and team sports group. These findings are partially in line with the study of Singh, Baljinder et al. (2014) they found insignificant difference with respect to calm disposition among sprinters, throwers and jumpers but in contrast on the account of compassion.

CONCLUSIONS

It is concluded that statistically significant differences were found between individual and team sports players with regard maturity, morality and sociability but insignificant differences were found with regard to compassion and calm disposition. The team sports players had greater maturity, morality and sociability than individual sports players.

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