



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 4.69
IJPESH 2015; 1(6): 130-132
© 2015 IJPESH
www.kheljournal.com
Received: 13-05-2015
Accepted: 15-06-2015

Shankara Murthy. K M
Lecturer Bapuji College of
Physical Education Davanagere,
India.

Sangeeta S. Patil
Research Dept. of Studies in
Physical Education and Sports
Science, Karnataka State
Women's University, Vijayapur,
India.

Correspondence:
Shankara Murthy. K M
Lecturer Bapuji College of
Physical Education Davanagere,
India.

A study on the impact of training emotional intelligence of the performance of athletes and Non-Athletes of Kuvempu University

Shankara Murthy. K M, Sangeeta S. Patil

Introduction

The subject matter of psychology deals with human behavior. The field of human behavior is very wide or rather unlimited because it shows the activity performed by man in any state or condition from birth to death. So all types of activities – inner, outer, conscious, unconscious, physical, mental moral, immoral, social, and anti-social good or bad are included. According to singer – “Psychology is the science of human behavior”. The term “behavior requires some explanation. In psychology, the term is used in very wide and comprehensive sense. It does not mean manners or the way of our dealings with other. It implies every activity performed by man.

Hence, playing, thinking, walking, reading, talking, writing, eating, abusing, weeping, etc., are different types of behavior. A man is busy with this or that activity every movement and only death can put an end to his activity. Therefore, in brief, behaviour includes man's every activity from this birth to is death. The word sport is derived from “Disport” means to carry away from work. This implies the sport in fun, not burdensome. The attitude in sport is to play a joy in experience not only in results; it is a pleasure of participation. “Jagadguru Sankaracharya” in his commentary on ‘Upanishad’ had disclosed that the creation of the world itself is the greatest sport. Joy is sport, and sport is joy. There may be many channels are getting joy. But a sport is vital one and its role is very important because it helps in developing physical, mental, spiritual and emotional health of human being.

Statement of the Problem

A Study on the Impact of Training Emotional Intelligence of the Performance of Athletes and Non-Athletes of Kuvempu University

Significance and Relevance of the Study

Therefore, keeping in view of the importance of emotional intelligence and the importance of the application of Emotional Intelligence on sportsmen the present study would like to probe the impact and correlation between emotional intelligence and performance. The findings of the study would not only beneficial for the sportsmen, coach and sports administrators to improve the mental make up of the sportsmen but would also explore the efficacy of the application of emotional intelligence for sportsmen in improving their performance and career. At the same time the findings of the present study may provide the clues to adopt better methods and techniques to suit each individual athlete so that the potential in every athlete is exploited to the maximum. And findings from this study may help the selectors also in selecting right type of talent for higher training and competition.

Objectives of the Study

1. To examine the influences of emotional intelligence on the performance of athletes.
2. To probe the impact of emotional intelligence on the performance of non-athletes.
3. To understand the significance of emotional intelligence for the performance of the sportspersons.
4. To explore the significant relationship between the emotional intelligence and performance of the sports performance.

Variables

1. Emotional Intelligence.

Hypothesis of the Study

1. The emotional intelligence has a significant influence on the performance of the sportspersons.
2. There is a significant difference in the performance of athletes and non-athletes.
3. Athletes have more emotional intelligence than the non-athletes.
4. The training of emotional intelligence has a significant positive impact on the performance of the sportspersons.

VI. Methodology

The present investigation pertaining to is in the framework of ex-post-facto research. The particulars of samples, tools, collection of data and statistical techniques are given as under.

Sample

The total sample consists of 200 sportsmen belonging to athletes and non-athletes. The age levels ranging from 19-25 were selected randomly. The sample design is given below:

Sample Design

Sex	Athletes	Non-Athletes	Total
Male	50	50	100
Female	50	50	100
Total	100	100	200

VII. Tools

1. Personal Data Schedule

This is framed to collect information regarding the personal and socio demographic status of the sample.

2. Emotional Intelligence Scale developed by Thimgujam and Ram (1999) was used in this study.

Table 1: Table Showing the Mean, SD and 't' Values of Emotional Intelligence of Athletes and Athletes

Variables	Athletes	Non-Athletes
Mean	78.97	68.74
SD	52.27	13.15
t-value	5.25**	

** Significant at 0.01 level.

The above table explains the mean, SD and t values of emotional intelligence of athletes and non-athletes. It can be seen in the above table that the mean score of athletes and non-athletes are 78.97 and 68.74 respectively. It shows that the athletes have more emotional intelligence than the non-athletes. The obtained t value for the both groups is 5.25 which is significant at 0.01 level indicates that there is a significant difference of emotional intelligence between the athletes and non-athletes. Hence, it can be said that the athletes have more emotional intelligence than the non-athletes which will help them to achieve more in their sports performances in the different competitions.

Table 2: Table Showing the Mean, SD and 't' Values of Emotional Intelligence of Male and Female Athletes

Variables	Male	Female
Mean	69.76	53.74
SD	22.27	13.15
t-value	9.25**	

** Significant at 0.01 level.

The above table no.2 explains that mean, SD and t values of emotional intelligence of male and female athletes. The mean score presented in the above table explains that male sportspersons have more mean score (69.76) than the female sportspersons (53.74). It shows that the male sportspersons have the more emotional intelligence than the female sportspersons. Moreover, the obtained t value is 9.25 which is significant at 0.01 shows that there is a significant difference of emotional intelligence between the male and female sportspersons. Therefore, it can be concluded that the male respondents have more emotional intelligence than the female sportspersons and this advantage helps them to perform better than their counterparts in the different sports competitions and tournaments.

Table 3: Table Showing the Mean, SD and 't' Values of Emotional Intelligence of Non-Athlete Male and Non-Athlete Female

Variables	Male (Non-Athlete)	Female(Non-Athlete)
Mean	53.61	44.27
SD	12.33	9.13
t-value	9.25**	

** Significant at 0.01 level.

The above table no. 3 demonstrates the mean, SD and t values of emotional intelligence of non-athlete male and non-athlete female sportspersons. The careful analysis of the above data explains that the mean score of non-athlete male and non-athlete females are 53.61 and 44.27 respectively. The high mean score of non-athlete male suggests that they have a high emotional intelligence than the non-athlete females. Moreover, the obtained t value for the both groups is 9.25 which is significant at 0.01 level indicates that there is a significant difference of emotional intelligence between the both groups. Hence, it can be summarized that the non-athlete male have more emotional intelligence than the non-athlete females.

Table 4: Table Showing the Mean, SD and 't' Values of Emotional Intelligence of Urban and Rural Athletes

Variables	Urban	Rural
Mean	73.65	60.08
SD	27.45	24.71
t-value	11.13**	

** Significant at 0.01 level.

The above table explains the mean, SD and t-values of emotional intelligence of urban and rural athletes. It is observed in the above table that the mean score of urban and rural athletes are 73.65 and 60.08 respectively. The high mean score of urban athletes suggests that they have a high emotional intelligence than the rural athletes. Moreover, the obtained t value for the both groups is 11.13 which is significant at 0.01 indicates that there is a significant difference of emotional intelligence between the both groups. Hence, it could be said that the urban athletes have more emotional intelligence than the rural athletes.

Table 5: Table Showing the Mean, SD and 't' Values of Emotional Intelligence of Urban and Rural Non-Athletes

Variables	Urban(Non-Athletes)	Rural (Non-Athletes)
Mean	60.06	47.76
SD	11.14	9.66
t-value	14.09**	

** Significant at 0.01 level.

The above explains the mean, SD and t values of emotional intelligence of urban and rural non-athletes. It is visible in the above table that the mean scores of urban and rural non-athletes are 60.06 and 47.76 respectively. The high mean score of the urban non-athletes suggests that they have a high emotional intelligence than the rural non-athletes who have less mean score than their counterparts. Likewise, the obtained t-value for the both groups is 14.09 suggest that there is a significant difference of emotional intelligence between the both groups. Therefore, it can said that the urban non-athletes have more emotional intelligence than their counterparts that is rural non-athletes.

Conclusion Suggestions for the Future Research:

The experience of the present investigator during the period of this study as well as the findings of the present study may serve as a guideline for the research workers in the field of physical education and sports psychology.

1. The findings of the present study can be utilized by the HRD (Human Resource Development) experts and Ministry of Sports and Youth Affairs, and Sport Councils while formulating the policies and implementing the same at levels.
2. Attitudes, perceptions and interpersonal relations of the players should be studied in the future investigation.
3. Endeavours need to be undertaken in the direction of studying comprehensively, the psychosocial correlate of high achievers at the national and international level.
4. Cross sectional studies need to be conducted at the inter-university, regional and national levels.
5. Cross sectional studies on personality and other psychological factors between the Indian sportsmen and the sportsmen from other countries need to be undertaken.
6. Endeavors need to be undertaken in the direction of studying comprehensively the psycho-social correlate of high achievers at the national and international level.
7. Studies at the micro level have to be conducted at school and college levels to study the profile of the players.
8. The size of the sample should be enlarged so that more reliable generalizations could be drawn.
9. Studies should be conducted on different age groups.
10. Comparative study among athletes and cultural activity participants should be conducted.

Reference

1. AMEX Program. Emotional Competence Training Program - American Express. *Consortium for Research on Emotional Intelligence in Organisations*. Retrieved November 17, 2003 from www.eiconsortium.org.
2. Anastasi A. *Psychological Testing* (5th Edition). New York: MacMillan Publishing Co., Inc, 1982.
3. Andrews DA, Kiessling JJ. Program Structure and Effective Correctional Practices: A Summary of CaVIC Research. In P. Gendreau & R.R. Ross (Ed's) *Effective Correctional Treatment*. Toronto, ON: Butterworth, 1980.
4. Bachman W. Nice guys finish first: A SYMLOG analysis of U.S. Naval commands. In R.B. Polley (Ed.) *The SYMLOG Practitioner: Applications of Small Group Research*. New York: Praeger, 1988.
5. Bar-On R. *Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto, Canada: Multi-Health Systems, 1997.
6. Bar-On R *Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto, Canada: Multi-Health Systems, 2002.

7. Brackett M, Rivers S, Shiffman S, Lerne, N, Salovey. Relating Emotional Abilities to Social Functioning: A comparison of Self-Report and Performance Measures of Emotional Intelligence. *Journal of Personality and Social Psychology*. 2006; 91:780-795.
8. Bar-On R. *The Development of an Operational Concept of Psychological Well-Being*. Unpublished doctoral dissertation, Rhodes University, South Africa, 1988.
9. Bar-On R. Emotional and social intelligence: Insights from the Emotion Quotient Inventory. In R. Bar-On & J Parker (Ed's.). *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass, 2000.