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An analytical study of emotional intelligence among sportspersons and non-sportspersons

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Abstract

In recent decades increasing interest has been attracted towards relationship between emotional intelligence and healthy behaviours and mental health. Participation in physical and sports activities is one of the best ways physical and mental health. The purpose of this study was evaluation emotional intelligence among athletes and non-athletes. The sample of the study are 200 subjects, selected from Muzaffarnagar city, Uttar Pradesh, 100 subjects were sportspersons and 100 subjects were non-sportspersons. The purpose of the study was to examine the emotional intelligence among sportspersons and non-sportspersons. Hypothesis of the study is Sportsmen have significantly high emotional intelligence than the non-sportsmen. Pedhe and Hyde's emotional intelligence test was used the study. Besides these, a PDS was used to get the other necessary information relating to the respondents. It was concluded that sportspersons have significantly high emotional intelligence than the non-sportspersons. Our findings provide a basis for research to determine the relationship between emotional intelligence and physical activity.

Keywords: emotional intelligence, sportspersons, non-sportspersons, test

Introduction

Sport and physical activity programs can provide an effective vehicle for youth to develop at a personal, social and emotional level (Morris, Sallybanks, Willis, & Makkai, 2004). Such personality traits as perfectionism, anger, and over-competitiveness, however, also have the potential of influencing a young athlete's sense of self-concept (Vallance, Dunn, & Dunn, 2006). It has been recently suggested that youth sport has the potential to accomplish three important objectives in children's development (Cote & Fraser-Thomas, 2007). First, sport programs can provide youth with opportunities to be physically active, which in turn can lead to improved physical health. Second, youth sport programs have long been considered important to youth's psycho-social development, providing opportunities to learn important life skills such as cooperation, discipline, leadership, and self-control. Third, youth sport programs are critical for the learning of motor skills; these motor skills serve as a foundation for future national sport stars and recreational adult sport participants.

Sport can be broadly classified into two categories – individual sport versus team sport. “Team sports, as compared to one-on-one and individual sports, require close cooperation within the team, and a willingness of the individual player to place himself in a subordinate position” (de Man & Blais, 1982). Emotional development in sport can be associated with two phrases in psychology literature i.e., emotional regulation and emotional competence, emotional regulation can be defined as the process of adjusting or redirecting emotional response (Spinard, Stiffer, Don élan McCall and Turner, 2004), in order to reach the set goal. Therefore, the concept of emotional competence may be better defining the objective of youth sport programming.

Sport has the potential to provide athletes with the opportunities to learn about appropriate internalization and social integration of their emotions, and interpreting and responding to others emotions. For example athletes will be dealing with winning and loosing by learning to control ones emotions (emotion regulation) during competition, children will benefit from learning socially acceptable behaviour during a myriad sport experiences (emotional competence), including try outs, meetings, practice, games, tournaments, team practice or

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social gathering positive youth development programs often seek enhance emotional competence through fostering abilities that help youth in the regulation of their feelings, control of impulses and management of their stress. Adolescent participation in sports activities reported experiences associated with learning emotional regulation. Several themes emerged from those learning experiences including learning to control anger and anxiety, managing stress, preventing emotions from inhabiting performance standards, and using positive emotions constructively.

The interest in the field of emotional intelligence in sports has risen greatly in the last couple of years (Lane, et. al., 2010). Recent researchers have traced correlations between emotional intelligence and the emotions experienced before a successful or an unsuccessful performance in sports (Lane, et. al., 2010). Lane *et al.* (2010) presented certain results which indicated that the emotions which correlated with a successful performance were the feeling of strength, happiness and calmness, while the emotions associated with poor performance included confusion, depression and fatigue. Emotional intelligence was in a positive correlation with positive, and in a negative correlation with negative emotions. There is a growing interest in emotional intelligence in sport (Meyer and Zizzi, 2007). Recent research found emotional intelligence related to emotions experienced before successful and unsuccessful performance (Lane *et al.*, 2009b). Lane *et al.* (2009b) found that emotions correlating with successful performance vigour, happiness, and calmness, whereas emotions associating with poor performance include confusion, depression and fatigue. Emotional intelligence correlated positively with pleasant emotions and negatively with unpleasant emotions. Further, Lane *et al.* (2009c) found emotional intelligence scores correlated with frequent use of psychological skills. Athletes reporting frequent use of psychological skills (Thomas *et al.*, 1999) also appear to report high scores on the self-report emotional intelligence scale (Schutte *et al.*, 1998).

According to theoretical proposals by Salovey and Mayer (1990), emotional intelligence could explain the process through which people recognize which emotions appear to help performance and which emotions might hamper performance. Furthermore, emotional intelligence might also help explain why some people appear to initiate strategies to reduce the discrepancy between current emotions and ideal emotions. Recent research has argued that people learn from their emotional experiences (Baumeister *et al.*, 2007). Baumeister *et al.* propose previous emotional outcomes and current emotional states contribute people selecting actions according to anticipated emotions. For example, an athlete who failed to achieve his/her competitive goals is likely to feel unhappy and angry after competition. These feelings prompt the athlete to consider how she/ he could improve performance to avoid similar outcomes in the future. At the next competition, should the athlete experience mild anger and unhappiness, even anticipatory in nature, then he or she will initiate thoughts or behaviours to regulate these emotions, possibly by using psychological skills. In sport psychology, the notion that emotions provide feedback and those individuals learn to associate certain emotions with success is consistent with suggestions made by Hanin (2003). Hanin argued that individuals develop meta- emotional beliefs regarding which emotions associate with optimal performance and emotions associate with dysfunctional performance.

In sport psychology, there is a belief that emotions provide feedback so that individuals learn to connect specific

emotions with success. This idea is in accordance with the suggestions proposed by Hanin (in Lane, et. al., 2010). Sportsmanship expresses an aspiration or ethos that the activity will be enjoyed for its own sake, with proper consideration for fairness, ethics, respect, and a sense of fellowship with one's competitors. Being a "good sport" involves being a "good winner" as well as being a "good loser" (Lacey, D., 2007). An emotion is an affective experience that encompasses generalized inner adjustment and mental and physiological stirred up states in the individual and that shows itself in his overt behaviour.

Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behaviour is not avoided through fear of triggering some emotion. Emotional competence as an efficiency to deal effectively with several dissociable but related processes is blending of five competencies. The different competencies may be understood as explained here with adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and encouragement of positive emotions.

Objective of the study

1. To find out the emotional intelligence among sportspersons and non-sportspersons.

AIM of the study

1. To Examine out the emotional intelligence among sportspersons and non-sportspersons.

Hypothesis

1. Sportsmen have significantly high emotional intelligence than the non-sportsmen.

Sample

For the present study 200 Sample were selected from Muzaffarnagar city, Uttar Pradesh State. The effective sample consisted of 200 subjects, 100 subjects were sportspersons and 100 subjects were non- sportspersons. The age range of subjects was 18 to 25 years.

Tools

Emotional Intelligence Test

Pedhe and Hyde was used for measuring Emotional intelligence. This test is developed and standardized by Pedhe and Hyde the 34 items are rated on a five point scale. The subjects were required to respond to each item in terms of "Strongly disagree", "Disagree", "Neutral", "Agree", "strongly agree". This is well known test having high reliability and validity coefficients.

Procedures of data collection

One test could be administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent Variable - Players (a) Sportspersons (b) Non-sportspersons

Dependent Variable 1. Emotional Intelligence

Statistical analysis and discussion

Table 1: Emotional Intelligence among sportspersons and non-sportspersons students Mean S.D. and "t" Value

Group	Mean	S.D	Ndf	't'	
Sportspersons	83.22	11.29	100	198	7.65**
Non-sportspersons	71.43	10.48	100		

The results related to the hypothesis have been recorded. Mean of Emotional Intelligence score of the sportspersons Mean is 14.12 and that of the non-sportspersons Mean is 9.43. The difference between the two mean is highly significant ('t' = 8.50, df = 198, $P < 0.01$). It is clear that sportspersons and non-sportspersons differ significantly from each other from the mean scores and graph it was found that the sportspersons have significantly high Emotional Intelligence than the non-sportspersons. This result supports the hypothesis.

Conclusion

Sportspersons have significantly high emotional intelligence than the non-sportspersons students.

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