Proc. of Int. Conf. on Current Trends in Eng., Science and Technology, ICCTEST

The Study Of Emotional Intelligence Among Players Belonging To Different Team Sports

[1]Revanna C
[1]Physical Education Director, Sri Jayachamarajendra College of Engineering,
Manasagangothri, Mysuru 570 006

***Abstract*— The purpose of the study is to examine the emotional intelligence among the players belonging to the different team sports of University of Mysore. Fifty (n=50) male students of Mysore University Ball Game Players were drawn as subjects for the present study. A standardized questionnaire on Emotional intelligence by Anukool Hyde was administered on different team sports. The investigator has collected the relevant data for this study by administrating the questionnaire on the Basketball, Football, and Volleyball players. It was hypothesized that there would be no significance difference of emotional intelligence amongst the selected ball game players of Mysore University. The investigator selected total 50 subjects from Basketball (15), Football (20) and Volleyball (15). The One-way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by 3 single factor (independent) variables. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the two sample t-test.**

***Index Terms*— emotional intelligence, Basketball, Football, and Volleyball players.**

I. INTRODUCTION

Although a person's feelings cannot be observed directly by others but they can be inferred from his overt behavior and verbal report of his introspection, as no one can doubt the reality of emotions as conscious experience. To produce on emotions as conscious experience. To produce on emotion, a stimulus situation must be related to past experience and seen as having implications in the nature. The role of emotional intelligence can be seen among most of the players belonging to the different team sports. For example in football a pass given by players at dissuasive time before the last minute if not being converted as a goal by his team mate then emotional imbalance can be seen. The same way we can see this type of emotional imbalances in other team games like volleyball, basketball, handball, etc. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term emotional intelligence.

According to Kauss1 (1966), how you feel is how you will play. The significance of emotional influence on sport performance has often been evident, in most comments of spectators, team managers and sports analysts on athletes and teams performances during and after competitions. Often times, they comment on player's display of confidence of lack of it, aggressiveness or timidity, resilience or depression, anger or enthusiasm, frustration or determination and other forms of emotionally while attributing to such factors, the responsibility for the success or failure of their performances. However, reports of application of emotional intelligence to amateur athletes and sports performances remain scanty. This study therefore investigated the

Grenze ID: 02.ICCTEST.2017.1.209

applicability of emotional intelligence to amateur athletes and further administered a programme of emotional intelligence on the sports persons with a view to establishing its effectiveness or otherwise on their sports performances. So it is felt by the research scholar to take up this study on the emotional intelligence and its level of significance in different team sports as far as the successful sports performance.

II. Review of related literature

David Crombie2 et al., (1996), conducted a study was to determine the relationship between team emotional intelligence of cricket team and their sports performance. The best used in this study is MSCEIT ability test and it measured prior to the start of the competition, this is correlated with team sports performance measure Finally the study gave or showed the result that the team emotional intelligence was positively motivated with the sports performance of the cricket team. A also significance performance with the percentage of 61%. This study finds that the team contributed to the success because of correlation between players intelligence.

III. Statistical Hypothesis

H1: There is no significant difference of emotional intelligence amongst the selected ball game players of Mysore University.

IV. Methodology

The purpose of the present investigation was to study the emotional intelligence of players belonging to different team sports. For this purpose a systematic study and approach was made to collect the data.
Selection of the Subjects To achieve the purpose of the study the investigator has selected male three group game (basketball, football, volleyball) players who have represented Mysore university in inter university championship. The data of fifty subjects was collected from university of Mysore.

Table 1
Sample Size

Sl. No	Games	No. of. players
1	Basketball	15
2	Football	20
3	Volleyball	15
	Total	50

V. Selection Of The Variables

A standardized questionnaire on Emotional intelligence by Anukool Hyde was administered on different team sports. The investigator has collected the relevant data for this study by administrating the questionnaire on the Basketball, Football, and Volleyball players. The data was collected during the practice hours of the players. The questionnaire comprised of the following factors;

- Self-awareness
- Empathy
- Self-Motivation
- Emotional Stability
- Managing Relations
- Integrity
- Self-Development
- Value Orientation
- Commitment
- Altruistic Behavior.

Some statements are given and for every statement they have to express their views by making tick (✓) on any one cell of the five alternatives. There is no right and wrong answer. The questionnaire was framed with a view to make a comprehensive study of subjects. Neat care has been taken to include, most factors that may have directly or indirectly influenced emotional intelligence of the basketball, football and volleyball players. Convenience of great care has been taken on the subjects and their comfortable on willing the

questions. The answered questionnaire were collected them and there. The data collected was carefully screened to delete improper sheets. There after the collected responses were converted into scores as per instructions mentioned in the manual of the questionnaire. The data collected and tabulated and analyzed.This problem studied by survey research method and the primary data for the study was based on the questionnaire method selected keeping in the objectives of the study. The analysis, interpretation and results of the study are explained in the following chapter.

VI. Orientation Of Subjects

Before the administration of the questionnaire the subjects were briefed about the procedure to be fallowed about furnishing information of the various factors of the questionnaire. The questionnaire was administered on the Basketball, Football, and Volleyball players those who have represented university of Mysore.

VII. Collection Of Data

The researcher has collected the data by going personally to the subjects where they were located of Mysore university jurisdiction (Mysore, Mandya, Hassan, Chamarajanagar district).

VIII. Statistical Procedure

The One-way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by 3 single factor (independent) variables. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the two sample t-test.

IX. Analysis And Interpretation Of Data

The purpose of this study of emotional intelligence among the players belonging to the different team sports of Mysore University. To achieve the purpose of the study the investigator has selected male three group game (basketball, football, volleyball) players who have represented Mysore university in inter university championship. The data of fifty subjects was collected from university of Mysore. The One-way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by 3 single factor (independent) variables. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the two sample t-test.

It was hypothesized that there would be no significance difference of emotional intelligence amongst the selected ball game players of Mysore University. The statistical analysis of data on emotional intelligence of three team games, viz, basketball, football and volleyball from University of Mysore. To measure the above said component, the data was statistically analyzed using appropriate Anukool Hyde Emotional intelligence scale. The data collected was subject to statistical analysis finding the mean and standard deviation. The questionnaire consists of 34 questions, which states emotional intelligence. Those are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior.

TABLE I
DATABASE OF AGE GROUP

Age (in years)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.00	6	12.0	12.0	12.0
	20.00	9	18.0	18.0	30.0
	21.00	17	34.0	34.0	64.0
	22.00	4	8.0	8.0	72.0
	23.00	7	14.0	14.0	86.0
	24.00	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

TABLE II
DESCRIPTIVE ANALYSIS

Team names		Mean	Std. Deviation
A	Basket ball	15.8667	1.55226
	Foot ball	16.6500	1.81442
	Volley ball	16.1333	.83381
	Total	16.2600	1.50929
B	Basket ball	19.6667	1.23443
	Foot ball	21.0000	1.77705
	Volley ball	20.1333	2.38647
	Total	20.3400	1.90177
C	Basket ball	24.8000	2.27408
	Foot ball	24.4000	1.35336
	Volley ball	24.2000	2.07709
	Total	24.4600	1.86493
D	Basket ball	16.2000	1.85934
	Foot ball	17.3500	1.34849
	Volley ball	15.8000	1.97122
	Total	16.5400	1.80939
E	Basket ball	15.8000	2.51282
	Foot ball	17.0000	1.58944
	Volley ball	16.6000	1.45406
	Total	16.5200	1.90852
F	Basket ball	12.4667	1.30201
	Foot ball	12.2000	1.32188
	Volley ball	12.2000	1.01419
	Total	12.2800	1.21286
G	Basket ball	7.7333	1.57963
	Foot ball	7.9500	.99868
	Volley ball	7.7333	.96115
	Total	7.8200	1.17265
H	Basket ball	7.9333	1.22280
	Foot ball	8.5500	.99868
	Volley ball	8.4000	.98561
	Total	8.3200	1.07741
I	Basket ball	8.5333	.74322
	Foot ball	8.2500	.78640
	Volley ball	8.5333	.99043
	Total	8.4200	.83520
J	Basket ball	8.2000	.77460
	Foot ball	8.2500	1.06992
	Volley ball	8.1333	.63994
	Total	8.2000	.85714
TOTAL	Basket ball	137.2000	9.85031
	Foot ball	141.6000	7.09633
	Volley ball	137.8667	6.09293
	Total	139.1600	7.87235

TABLE NO.III
RESULTS OF DUNCAN POST HOC TEST

GROUP	N	Subset for alpha = .05	
		1	2
Volley ball	15	15.8000	
Basket ball	15	16.2000	16.2000
Foot ball	20		17.3500
Sig.		.507	.060

TABLE NO IV
RESULTS OF ONE WAY ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A	Between Groups	5.603	2	2.802	1.242	.298
	Within Groups	106.017	47	2.256		
	Total	111.620	49			
B	Between Groups	16.153	2	8.077	2.357	.106
	Within Groups	161.067	47	3.427		
	Total	177.220	49			
C	Between Groups	2.820	2	1.410	.395	.676
	Within Groups	167.600	47	3.566		
	Total	170.420	49			
D	Between Groups	23.070	2	11.535	3.947	.026
	Within Groups	137.350	47	2.922		
	Total	160.420	49			
E	Between Groups	12.480	2	6.240	1.767	.182
	Within Groups	166.000	47	3.532		
	Total	178.480	49			
F	Between Groups	.747	2	.373	.246	.783
	Within Groups	71.333	47	1.518		
	Total	72.080	49			
G	Between Groups	.563	2	.282	.198	.821
	Within Groups	66.817	47	1.422		
	Total	67.380	49			
H	Between Groups	3.397	2	1.698	1.492	.235
	Within Groups	53.483	47	1.138		
	Total	56.880	49			
I	Between Groups	.963	2	.482	.682	.511
	Within Groups	33.217	47	.707		
	Total	34.180	49			
J	Between Groups	.117	2	.058	.076	.927
	Within Groups	35.883	47	.763		
	Total	36.000	49			
TOTAL	Between Groups	201.787	2	100.893	1.673	.199
	Within Groups	2834.933	47	60.318		
	Total	3036.720	49			

X. MAIN FINDINGS

Main finding to the study from the above infer the following.

XI. FACTORS OF EMOTIONAL INTELLIGENCE

A. Self-Awareness

Basketball, football and volleyball players did not differ significantly, in their mean self-awareness scores (F=1.242: p=0.298) the mean self-awareness scores of basketball, football and volleyball players are 15.87, 16.65 and 16.13 respectively which are all same statistical.

B. Empathy

One way ANOVA revealed that player of basketball, football, and volleyball had statistically equal empathy scores as the observed F-value failed to reach significant level criteria. The mean empathy score for players playing basketball, football and volleyball are 19.67, 21.00 and 20.133 respectively.

C. Self-Motivation

Even in self-motivation players playing different games did not differ significantly (F=0.395: p=676) further mean value were found to be equal for them (mean value 24.8, 24.4 and 24.20 for basketball, football and volleyball players.

D. Emotional Stability

In emotional stability a significant difference has observed for players playing basketball, football and volleyball (F=3.447: p=0.026) from mean value its clear that football players are more stable (Mean 17.35) followed by basketball players (mean 16.20) a lastly volleyball players were least stable (mean 15.80).

E. Managing Relations

Basketball, football and volleyball players did not differ significantly, in their mean managing relation scores (F=1.767: p=0.182) the mean managing relations scores of basketball, football and volleyball players are 16.20, 17.35 and 15.80 respectively which are all statistical.

F. Integrity

One way ANOVA revealed that players of basketball, football and volleyball and statistically equal integrity scores as the observed F value failed to reach significant level criteria. The mean empathy score for players playing basketball, football and volleyball are 12.46, 12.20 and 12.20 respectively.

G. Self Development

Even in self-development players playing different games did not differ significantly (F=0.798: p = 0.821). Further mean value were found to be equal for them mean values 7.73, 7.95 and 7.73 for basketball, football and volleyball players.

H. Value Orientation

Basketball, football and volleyball players did not differ significantly in their mean value orientation scores (F=1.492: p=0.235). The mean value orientation scores of basketball, football and volleyball players are 7.93, 2.55 and 8.40 respectively which are all name statistical.

I. Commitment

Even in commitment players playing different games did not differ significantly (F=0.682: p=0.511). Further, mean values were found to be equal for them (mean values 8.53, 8.25 and 8.53 for basketball, football and volleyball players.

J. Altruistic Behavior

Basketball, football and volleyball players did not differ significantly in their mean altruistic behavior scores (F=0.076: p. 0.927) the mean altruistic behavior scores of basketball, football and volleyball players are 137.20, 141.60 and 137.86 respectively which are all same statistical.
As per the above table, there is no significance difference among ball game players.

XII. CONCLUSION

The results of the study permit the following conclusion with the limitations of the study.

- The study shows that there is no significance difference in emotional intelligence between the selected ball game players from university of Mysore.
- The motor intelligence and academic intelligence do not require the same level of intelligence.
- Only in emotional stability, there is significant relationship.

XIII. RECOMMENDATION

The following recommendations may be suggested on the basis of the results of this study for further research.

- This study may be conducted on college students of different disciplines.
- This study may be repeated using other standardized tests of emotional intelligence available.
- Level of physical fitness can be studied in relation to the emotional intelligence.
- Delimited study may be conducted to a specific discipline to know the EI level.
- The level of achievement, aggression, and anxiety can be studied in relation with the emotional intelligence.

REFERENCES

[1] Kauss (1996), An Emerging understanding of the Reflective (Meta) Experience of Mood. Journal of Research in Personality, 28, 351-373.
[2] Journal of Sports Science and Medicine, 76, 102-106.