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STUDY OF DIMENSIONS OF EMOTIONAL INTELLIGENCE IN SPORTS

Javid Ahmad Teeli and Dr Pralhad Raut

Dr Babasaheb Ambedkar Mahavidyalaya, Amravati.

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Abstract

A sport is an emotional experience. Studies have shown that high emotional intelligence (EI) is associated with better sports performance, though different aspects of sports experience and their relationship with EI are still unclear. This study examined the possible relationships between sports experience and EI dimensions of athletes. Comparisons between groups were performed using Mann-Whitney-U and H-Kruskal-Wallis tests and correlations between variables were analyzed using Spearman correlation. We found that the number of different sports practiced and the number of years practicing sports were positively associated with emotional intelligence (EI). Our study suggested that athletes tend to attend to and value their feelings and use positive thinking to repair their negative moods.

*Corresponding Author:- Javid Ahmad Teeli, Dr Babasaheb Ambedkar Mahavidyalaya, Amravati.

Introduction:-

The capacity to understand people on a profound level has its foundations in Gardner's (1983) intrapersonal knowledge and relational knowledge. The idea of the capacity to understand individuals on a profound level has given another knowledge into human insight and it addresses the close to home, individual, and social components of insight which are much of the time more significant for day to day exercises and relational contests than the customary, mental elements of knowledge. He conceptualized intrapersonal insight as a capacity to comprehend one's own inclination and relational insight as a capacity to know others' feelings and goals. Younger students need relational insight to be acknowledged by their friends. Grown-ups need intrapersonal knowledge to scrape by in the realm of work and in connections. The capacity to understand anyone at their core exists even before youngster's foster language. Language makes it more straightforward to communicate one's sentiments. Guardians and educators can assist the youngster with discussing their feelings by naming their sentiments, for example, irate, miserable, blissful, energized, apprehensive, etc. The previous a kid figures out how to mark his sentiments the sooner he/she begins fostering his/her capacity to understand people on a profound level. To make the capacity to understand anyone on a deeper level in kids, the guardians should establish wonderful profound environments at home. Stress and struggle till specific level aides in creating the capacity to understand people at their core however assuming that it goes past that it could make a pessimistic difference. Goleman (1995) accepted that expanded comprehension of the ability to understand people on a profound level permitted people to thrive in their lives, as residents in their networks, and on their positions. He accepts that the close to home capabilities can be all evolved by supplanting

old, instilled propensities for thought, feeling and conduct with new propensities. He additionally accepted that the expertise engaged with the ability to appreciate people on a profound level incorporates the accompanying five model diagrams as examined beneath.

Self-awareness:

Knowing your feelings, perceiving sentiments as they happen and separating between them is genuinely proficient. Having the option to distinguish and mark explicit sentiments in yourself as well as other people; having the option to examine feelings and convey obviously and straightforwardly. The capacity is to understand, feel empathy for, approve, persuade, rouse, energize and mitigate others. The capacity to go with clever choices is utilizing a good overall arrangement of feelings and reason being neither too profound nor too objective over the circumstance. The capacity is to oversee and assume a sense of ownership with one's own feelings, particularly the obligation regarding self inspiration and individual bliss corresponding to the conditions. Perceiving and naming one's own feelings, information on the reasons for feelings, perceiving the contrast among sentiments and activities. The capacity to know one's feelings, assets, shortcomings, drives, values and objectives and their effect on others while utilizing premonition to direct choices, are organized into this.

Mood Management:

Taking care of sentiments with the goal that they are pertinent to the ongoing circumstance and respond properly is what state of mind the board is. Disappointment resistance and outrage the board, taking out verbal draw downs, battles and gathering interruptions, being better ready to communicate outrage suitably without turning to viciousness, less suspensions or ejections, less forceful or pointless way of behaving, more good sentiments about self, college and family, better at taking care of pressure comprise state of mind the executives.

Self-motivation:

Getting together sentiments and coordinating towards an objective, in spite of self-uncertainty, idleness, and hastiness. Being more dependable, being better ready to zero in on job needing to be done and focus, less rash; more self-controlled and head to accomplish the improved for accomplishment are the keys. Close to home discretion: putting off remunerations or fulfillment, alongside smothering volatile activities, is the quintessence for finding actual success.

Empathy:

Perceiving sentiments in others and tuning into their verbal and nonverbal signs is compassion. Being better ready to take someone else's viewpoint, further developed compassion and being delicate to others' sentiments, better at paying attention to other people. Affinitive people are amicable, agreeable, accommodating and skilful in managing individuals, and open about their sentiments. They make great buddies since they are charming and pleasing. Others feel alright with them and like them. At the end of the day, affinitive people have prevalent close to home and interactive abilities in managing others, get delight and award from their relational contacts, and will generally be wellspring of joy to other people. They succeed in callings where they can really focus on somebody, such as educating, the board, or advertising.

Managing Relationships:

Taking care of relational collaboration, compromise, and discussions, expanded capacity to examine and comprehend connections, being better at settling clashes and arranging conflicts, being better at tackling issues in connections, more self-assured and talented at correspondence. More famous and active; well-disposed and engaged with peers, more searched out by peers, more concerned and circumspect, more "supportive of social" and agreeable in gatherings, really sharing, collaboration, and accommodation, more equitable in managing others these fall into the fringe of compassion. Every one of our close to home characteristics is to significant degree made by some propensity - when we try, we can change our responses for better. Goleman et.al., (2000) incorporates a bunch of close to home capabilities inside each develop of the capacity to understand individuals at their core.

At the end it is understood that the capacity to appreciate anyone on a profound level isn't something that you learn and can then disregard. It is a lifetime cycle of mindfulness, self-perception and self-administration.

Emotional Intelligence

Goleman and his colleagues (Boyatzis, Goleman & Rhee, 2000) have suggested that EI is 'a convenient phrase with which it is easier to focus attention on human talent. Even though it is a simple phrase, it incorporates the complexity of a person's capability'. Five dimensional emotional intelligence have following components:

1. **Self-awareness:** a. Emotional Self-awareness, b. accurate self- assessment, and c. self-confidence.
2. **Self-regulation:** a. self-control, b. trustworthiness, c. conscientiousness, d. adaptability, and e. innovation.
3. **Self-motivation:** a. achievement drive, b. commitment, c. initiative, and d. optimism.
4. **Empathy:** a. understanding of others, b. developing others, c. service orientation, d. leveraging diversity and e. political awareness, and
5. **Social skills:** a. influence, b. communication, c. conflict management, leadership, e. change catalyst f. building bonds g, collaboration and cooperation, and h. team capabilities.

In the present study, sports emotional intelligence which is based on Goleman's definition of emotional intelligence, has been considered as dependent variable.

Objectives/ Goals of the Study

These are the objectives of the current study:

- i. To Study about the mental well-being of athletes and non-athletes.
- ii. To examine the Emotional intelligence of athletes and non-athletes.
- iii. To compare the emotional intelligence of athletes and non-athletes.
- iv. To compare the mental depression of athletes and non-athletes.

Hypothesis

It has been hypothesized that:

- i. There will be no significant relationship between emotional intelligence and competitive anxiety among athletes and non-athletes of Anantnag & Kulgam districts of J&K (U.T.)
- ii. There will be a important alteration between athletes and non-athletes of Anantnag & Kulgam districts of J&K (U.T.) on emotional intelligence.
- iii. There will be a significant difference between national athletes and non-athletes of Anantnag & Kulgam districts of J&K (U.T.) on competitive anxiety.

Sampling

For the present study, The data for this study on a total of 300 i.e., 150 athletes and 150 non-athletes of various instructive phases of Anantnag and Kulgam regions of Jammu and Kashmir.

Analysis of data

The statistical analysis of data on psychological variable Emotional Intelligence on a total of 300 The information relating to different mental factors have been broke down by utilizing the elucidating measurements for example mean, middle, mode, kurtosis, skewness, range and standard deviation, and to figure out the massive distinction among the method for knowledge and the ability to appreciate anyone on a profound level, free t-tests were used for looking for the outcomes. Further, to find out the connection among insight and the ability to appreciate people on a profound level among the athletes and non-athletes, the item second technique for relationship was utilized.

Level of Significance

The level of significance to check the connection between the factors and the t-value was set at 1%, 5% and 10%, which was viewed as fitting with the end goal of the study.

Findings of the Study

The discoveries relating to spellbinding insights, free t-test and item second strategy for relationship procedures for the different mental factors on 200 each in athletes and non-athletes' bunch from college and college have been introduced beneath:

The finding and conversation of discoveries with respect to the current review have been introduced in three segments. In first area, the illustrative measurements of knowledge and the capacity to appreciate people on a deeper level of public athletes and non-athletes of Anantnag and Kulgam Locale of Jammu and Kashmir (U.T) have been managed

In second area, the examination of the connection among knowledge and the capacity to understand people on a deeper level of athletes and non-athletes of various instructive phases of Anantnag and Kulgam region of Jammu and Kashmir (U.T) has been managed. In third area, the examination was directed to evaluate and look at knowledge and the ability to appreciate people on a profound level athletes and non-athletes of Anantnag and Kulgam Region of Jammu and Kashmir (U.T).

Table 1:- Descriptive Statistics of Athletes and Non-athletes of Anantnag and Kulgam in relation to Intelligence

Intelligence	College Athletes	College Non-Athletes	College Athletes	College Non-Athletes
Mean	22.06	27.75	36.03	50.49
Median	20	25.5	33.5	49
Mode	17	20	24	49
Range	44	42	61	53
Kurtosis	3.979	-0.623	0.457	-0.85
Skewness	1.807	0.433	0.791	0.15
Std.Deviation	8.61	9.11	11.80	13.27

Table - 1 indicates the mean, median, mode, kurtosis, skewness, range and standard deviation of intelligence of athletes and non-athletes of college and college students of Anantnag and Kulgam

Table 2:- Descriptive Statistics of Athletes and Non-athletes of Anantnag and Kulgam in relation to Emotional Intelligence

Emotional Intelligence	College Athletes	College Non-Athletes	College Athletes	College Non-Athletes
Mean	132.26	127.84	137.93	119.69
Median	133	131	137	121.5
Mode	137	126	131	126
Range	76	79	70	69
Kurtosis	2.979	0.742	-0.252	0.007
Skewness	-0.85	-0.745	-0.351	-0.339
Std. Deviation	11.17	14.64	14.75	13.65

Table - 2 Shows the mean, middle, mode, kurtosis, skewness, reach and standard deviation of the capacity to understand people on a profound level of athlete and non- Athlete College and undergrads of Anantnag and Kulgam districts of J&K.

Table 3:- Relationship between Intelligence and Emotional Intelligence among the Athletes of College.

Variables	N	Mean	SD	Coefficient of Correlation	Sig.
Intelligence	150	36.03	11.80	0.018	0.858
Emotional Intelligence		137.93	14.75		

***Significant at 1%level

**Significant at 5%level

*Significant at 10%level

Critical value of co-efficient of correlation (98df) is required to be significant.

In agreement of the table - 9 demonstrated that the unimportant relationship has been seen among knowledge and the capacity to appreciate anyone on a profound level among the athletes of college.

Table 4:- Relationship between Intelligence and Emotional Intelligence among Non-athletes of College.

Variables	N	Mean	SD	Coefficient of Correlation	Sig.
Intelligence	150	50.49	13.27	0.041	0.689
Emotional Intelligence		119.69	13.65		

***Significant at 1%level

**Significant at 5%level

*Significant at 10%level

Critical value of co-efficient of correlation (98df) is required to be significant.

As shown in the table-10, the assessment of the item second connection brings about irrelevant connection among knowledge and the ability to understand people on a deeper level among the non-athletes of understudies.

Table 5:- Relationship between Intelligence and Emotional Intelligence among the Athletes of College.

Variables	N	Mean	SD	Coefficient of Correlation	Sig.
Intelligence	150	36.03	11.80	0.018	0.858
Emotional Intelligence		137.93	14.75		

***Significant at 1%level

**Significant at 5%level

*Significant at 10%level

Critical value of co-efficient of correlation (98df) is required to be significant.

In agreement of the table - 9 demonstrated that the unimportant relationship has been seen among knowledge and the capacity to appreciate anyone on a profound level among the athletes of college.

Table 6:- Significance of Mean Difference between College Athletes and Non-athletes on Intelligence.

	Intelligence Mean	Intelligence Standard Deviation	T-ratio	Sig P.
Athletes	36.03	11.80	- 8.141***	0.017
Non-athletes	50.49	13.268		

***Significant at 1%level

**Significant at 5%level

*Significant at 10%level

It is apparent from the table - 13 that the meaning of mean distinction between college athletes and non-athletes towards knowledge uncovered huge contrast in the degree of knowledge among the athletes and non-athletes of college as the determined worth of t-proportion - 8.141*** was at $p < 0.017$ level. This outcome affirms that the college athletes and non-athletes towards insight are not comparable and it is likewise demonstrated that the non-athletes have a lot more significant level of knowledge than the athletes.

Table 7:- Significance of Mean Difference between College Athletes and Non-athletes on Emotional Intelligence.

	Emotional Intelligence Mean	Emotional Intelligence Standard Deviation	T-ratio	Sig P.
Athletes	137.93	14.75	9.078***	0.01
Non-athletes	119.69	13.65		

***Significant at 1%level

**Significant at 5%level

*Significant at 10%level

It is apparent from the table - 14 that the meaning of mean distinction between college athletes and non-athletes towards the ability to appreciate people on a deeper level saw huge contrast in capacity to understand people on a profound level among the athletes and non-athletes of college as the determined worth of t-proportion 9.078*** was at $p < 0.01$ level. The outcome likewise demonstrates that the college athletes and non-athletes towards the ability to appreciate people on a deeper level have different status and contingent up upon the outcome; we can say that the college athletes are more sincerely stable than the non-athletes

Hypothesis Testing Results

H1:

Mean ratings of depression will be statistically significantly different between student-Athletes and their non-student-athlete peers. Mean non athlete student DEP scores were 1.91 ± 1.01 and the varsity student-athletes DEP meanscores were 1.31 ± 1.00 . There was homogeneity of variances for depression scores for non athlete students and varsity student-athletes, assessed by Levene's test for equality of variances ($p = .763$). Non athlete student DEP scores were .60, 95% CI [.32 to .89] higher than varsity student-athlete DEP scores. There was a statistically significant difference in mean DEP scores between non athlete students and varsity student-athletes $t(192) = 4.161$, $p < .001$. The effect size for this analysis ($d = .598$) was found to exceed Cohen's (1988) convention for a medium effect size. This result suggests non athletes endorse higher self-reported levels of depression than student-athletes. Therefore, the null hypothesis is rejected.

H2:

Mean ratings of anxiety will be statistically significantly different between student-athletes and their non-student athlete peers. Mean non-athlete student GAD scores were $2.04 \pm .99$ and the varsity student-athletes' GAD scores were 1.25 ± 1.03 . There was homogeneity of variances for anxiety scores for non-athlete students and varsity student-athletes, assessed by Levene's test for equality of variances ($p = .547$). Non athlete student GAD scores were .786, 95% CI [.50 to 1.07] higher than varsity student-athlete GAD scores. There was a statistically significant difference in mean GAD scores between non-athlete students and varsity student-athletes $t(192) = 5.407$, $p < .001$. The effect size for this analysis ($d = .776$) was found to exceed Cohen's (1988) convention for a medium effect size. This result suggests non-athletes endorse higher self-reported levels of anxiety than student-athletes. Therefore, the null hypothesis is rejected.

Findings of the Study:-

The discoveries relating to spellbinding insights, free t-test and item second strategy for relationship procedures for the different mental factors on 200 each in athletes and non-athletes' bunch from college and college have been introduced beneath:

The finding and conversation of discoveries with respect to the current review have been introduced in three segments. In first area, the illustrative measurements of knowledge and the capacity to appreciate people on a deeper level of public athletes and non-athletes of Anantnag and Kulgam Locale of Jammu and Kashmir (U.T) have been managed

In second area, the examination of the connection among knowledge and the capacity to understand people on a deeper level of athletes and non-athletes of various instructive phases of Anantnag and Kulgam region of Jammu and Kashmir (U.T) has been managed. In third area, the examination was directed to evaluate and look at knowledge and the ability to appreciate people on a profound level athletes and non-athletes of Anantnag and Kulgam Region of Jammu and Kashmir (U.T).

Limitations

1. No special technique was used to motivate the subject's during the collection of data and in competition.
2. Questionnaire research has its own limitations. Therefore, any bias that might have existed due to insincere responses from the subject was also taken as another limitation of this study.

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