



COMPARISON OF SPORTS EMOTIONAL INTELLIGENCE BETWEEN FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

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ABSTRACT

Emotional intelligence is one's unitary ability to understand, feel and choose emotions in cooperation with a person's thinking method for behaving in a very correct means, with the final word realization of happiness in himself. The purpose of the study was to compare the sports emotional intelligence of female players of combative and non-combative games. A sample consisted of Sixty one female players of combative (N=27) and non-combative (N=34) games. The age ranged of the participant was 18 to 28 years. . To test the Emotional Intelligence the questionnaire of Dr. C. D. Agashe and Dr. R. D. Helode was used. The emotional intelligence its sub scales on female players of combative and non-combative games were subjected to descriptive analysis (Mean and Standard Deviation), and t-test were used. The results of study revealed that the female players of combative and non-combative games had significant differences in their self-regulation, motivation, empathy and social skill domain of sports emotional intelligence. But Total sports emotional intelligence of female players in both category of games as a whole was also found significant. Female players of non-combative games were found to have more sports emotional intelligence than their counter parts.

Key Words: Female, Combative, Non-combative, game, Players, Emotional intelligence

1. INTRODUCTION

The field of sports psychology has evolved throughout the last thirty years to what we all know it to be nowadays, a relentless source of argument has been the efficaciousness of mental apply. A The skilled in sports psychology and applied sports psychology teach their students several range of psychological skills to boost the emotional aspects of performance.

In the field of sports psychology, several scientist like Singer murphy, and Tennant (1993), Singer, Hausenblas & Janelle, (2001) and Rushall & Lippmann, (1998) alternative sports psychologists in India and abroad had work laborious an excessive amount of. Sports psychology ar properly involved with the cognitive process, whether or not they ar operating in analysis or application settings. Sports psychology normally would take pleasure in determinant what sorts of mental apply ar applicable for specific functions and activities. Specification of however every model is employed would permit even more gain. applicable distinctions would permit guideline to be developed that might profit analysis and minimize inappropriate use in applied settings. (Rushall & Lippmann, 1998).

Researchers have known several dimensions that underlie most emotions. each sportsperson, across cultures, expertise completely different emotions so emotions ar innate. The four emotions types are: positive functionally optimum emotions (p+), negative and functionally optimum emotions (N+), positive and dysfunctional emotions (P-), negative and dysfunctional emotions (N-). These four world result classes generate individual feeling descriptors associated with every player's subjective experiences. The intensity levels for every of those emotions ar established employing a separate scale: the changed Borg's category quantitative relation scale CR-10 (Borg, 1992, 1998); that permits to check the quantitative relation comparisons of powers (Hanin, 2000) and deterioration of intensity levels directly. The intensity scale, expresses the practical impact a specific feeling had throughout a game. it's a quantitative characteristic of the result. Intensity dimension in IZOF identification is an index of the perceived effort of an contestant to execute a task. it's so a score of subjective experiences; of individual athlete; assessed by self report.

The emotions accommodates three main components (Deci, 1980; Young, 1973) specifically physiological changes, action tendencies and subjective experiences. The individual zone of optimum functioning (IZOF) model makes an attempt, to spot the emotions content relevant to performance, from an athlete's perspective (Fehr and Russell, 1984; cantor, Mischel and Schwarts, 1982). Research findings of end contestant report that changed cr -10 scales is beneficial in quantifying feeling intensities in performance connected emotions (Tummavuori and Hanin, 2002).

The measures might facilitate during this direction attempt to assist you. facilitate yourself and also the children in developing the power to properly understand feeling each in oneself and alternative. quit the misgivings and misperception of the sensation in alternative. It results in a hostile attribution bias. keep in mind that love invariably begets love, whereas suspicion, heatedness and aggressions square measure rewarded likewise. The word 'emotion' has been derived from the Latin word 'Emovere' which implies 'to excite', or 'shudder.

Emotional intelligence denotes for the power that however a personal will understand, management and appraise his emotions. Some researchers recommend that emotional intelligence may be learned and reinforced whereas alternative claim it's an inborn characteristic. it's outlined because the ability to watch one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions.

The emotional intelligence is made up of a set of skills and these skills can be improved through education. Schools serve as the prime location for the promotion of emotional intelligence (Tiwari and and Srivastava 2004). Goleman (1998) considered school as one place which can turn to compensate children's deficiencies in emotional and social competence.

Emotional intelligence (EI) has emerged as a key conception among researchers and practitioners alike, and is subject to growing interest in sport scientific discipline. Emotional intelligence is also outlined because the capability to reason with feeling in four areas; to understand, to integrate it in through, to grasp it and to manage it.

Although the term emotional intelligence has been outlined in several best sellers together with Dr. Daniel Goleman's 1995 book "emotional intelligence" in a very variety of the way comprising several temperament traits like empty, motivation, persistence, warmth and social skills nevertheless the foremost accepted scientific of the term emotional intelligence is also found within the following definition given by Johan D. Mayer and Peter Salovey in their 1997 book "emotional Development and also the Emotional intelligence

Emotional Intelligence is a lot of from time to time than Intelligence Quiescent. Intelligence Quiescent contributed solely regarding 200th to success in life, the opposite forces contribute the remainder.. Unlike I.Q. Emotional Intelligence could also be the simplest predictor of success in everything they undertake in their lives. not like what's claimed regarding I.Q., we are able to teach and improve in youngsters and individual some crucial emotional competencies paving the means for increasing their Emotional Intelligence and so creating their lives healthier, additional gratifying and winning in coming days.

The concept of sports emotional intelligence has been operationally defined as "the capacity of the sports persons and sports personnel for making pertinent use of self-awareness, self-regulation, motivation, empathy and social skills to manage their own feelings and emotions and those of others to ensure success through maximum best possible performance and behavior in the world of sports and games.



Dimensions of Emotional Intelligence

The read purpose of this outlined will be analysed as; an individual are going to be termed showing emotion intelligence proportion to his ability to spot and understand the varied kinds of emotions in others to .Emotional intelligence has not been studied in Bilaspur district therefore I actually have selected this area for my analysis work.

So the purpose of the study was to compare the sports emotional intelligence of female players of combative and non-combative games. It was also hypothesized that: female players of combative and non-combative games may differ in their five dimension of emotional intelligence.

2. METHODOLOGY

2.1 Sample

A sample consisted of Sixty one female players of combative (N=27) and non-combative (N=34) games. The age ranged of the participant was 18 to 28 years. Participants were selected randomly amongst national and inter- university level players.

2.2 Tool Used

To test the Emotional Intelligence the questionnaire of Dr. C. D. Agashe and Dr. R. D. Helode was used. This questionnaire is comprised of 15 questions of five domain of emotional intelligence i.e Self Awareness, Self regulation, motivation, empathy and social Skill.. There were 3 questions from each domain but not in sequence.

2.3 Statistical Analysis

Data on emotional intelligence its sub scales on female players of combative and non-combative games were subjected to descriptive analysis (Mean and Standard Deviation), and t-test were used.

3. RESULTS AND DISCUSSION

To find out the significance of differences between means of various dimensions of Emotional intelligence among female players of combative and non-combative games of Chhattisgarh, mean, SD, t-ratio were computed. Data pertaining to these analyses have been presented in table 1 to 5..

TABLE 1
COMPARISON OF SELF -AWARWNESS DIMENSION OF SPORTS EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

S.NO	Type of Games	N	Mean	MD	σ_D	t-ratio
1	Combative	27	38.15	6.85	4.25	1.61
2	Non-combative	34	45.00			

Significant at .05 Level

t.05 (59)=2.00

Table 1 reveals that significant difference was not found between combative and non-combative female players in their self-awareness dimension of sports emotional intelligence, as the obtained t-ratio of 1.61 was less than the required t.05(59)=2.00

TABLE 2
COMPARISON OF SELF REGULATION DIMENSION OF SPORTS EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

S.NO	Type of Games	N	Mean	MD	σ_D	t-ratio
1	Combative	27	28.89	9.64	3.59	2.69*
2	Non-combative	34	38.53			

Significant at .05 Level

t.05 (59)=2.00

Table 2 reveals that significant difference was found between combative and non-combative female players in their self-regulation dimension of sports emotional intelligence, as the obtained t-ratio of 2.69 was high than the required t.05(59)=2.00

TABLE 3
COMPARISON OF MOTIVATION DIMENSION OF SPORTS EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

S.NO	Type of Games	N	Mean	MD	σ_D	t-ratio
1	Combative	27	35.74	10.29	3.66	2.81*
2	Non-combative	34	46.03			

Significant at .05 Level
 t.05 (59)=2.00

Table 3 reveals that significant difference was found between combative and non-combative female players in their motivation dimension of sports emotional intelligence, as the obtained t-ratio of 2.81 was high than the required t.05(59)=2.00

TABLE 4
COMPARISON OF EMPATHY DIMENSION OF SPORTS EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

S.NO	Type of Games	N	Mean	MD	σ_D	t-ratio
1	Combative	27	26.30	10.32	3.72	2.77
2	Non-combative	34	36.62			

Significant at .05 Level
 t.05 (59)=2.00

Table 4 reveals that significant difference was found between combative and non-combative female players in their empathy dimension of sports emotional intelligence, as the obtained t-ratio of 2.77 was high than the required t.05(59)=2.00

TABLE 5
COMPARISON OF SOCIAL SKILL DIMENSION OF SPORTS EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

S.NO	Type of Games	N	Mean	MD	σ_D	t-ratio
1	Combative	27	37.41	0.09	3.83	0.024
2	Non-combative	34	37.50			

Significant at .05 Level
 t.05 (59)=2.00

Table 5 reveals that significant difference was not found between combative and non-combative female players in their social skill dimension of sports emotional intelligence, as the obtained t-ratio of 0.024 was less than the required t.05(59)=2.00

TABLE 6
COMPARISON OF SUM OF SPORTS EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS OF COMBATIVE AND NON-COMBATIVE GAMES

S.NO	Type of Games	N	Mean	MD	σ_D	t-ratio
1	Combative	27	166.48	37.20	11..31	3.29
2	Non-combative	34	203.68			

Significant at .05 Level, t.05 (59)=2.00

Table 6 reveals that significant difference was found between combative and non-combative female players as a whole in their sports emotional intelligence, as the obtained t-ratio of 3.29 was high than the required $t_{.05(59)}=2.00$

4. DISCUSSION

To improve one's emotional intelligence—and one's decision-making abilities—we need to understand and manage our emotions. This is accomplished by developing key skills for controlling and managing overwhelming stress and becoming an effective communicator. In conclusion, the present study has extended the investigation of emotional intelligence by examining its relationship with emotional states associated with five domain of Emotional Intelligence.

When the female players of combative and non-combative were compared of various domain of sports emotional intelligence, t-ratio resulted significant differences in self-regulation, motivation, empathy and social skill domain of sports emotional intelligence. In case of self-awareness domain of emotional intelligence, similarity was observed among female players of both category of games. When the female players of non-combative games as a whole were compared together on emotional intelligence, t-ratio also resulted significant differences among female players of both categories of game. Female players of non-combative games were found to have more sports emotional intelligence than their counter parts.

5. CONCLUSION

The female players of combative and non-combative games had significant differences in their self-regulation, motivation, empathy and social skill domain of sports emotional intelligence. But they did not differ in self-awareness domain of sports emotional intelligence. Total sports emotional intelligence of female players in both category of games as a whole was also found significant. Female players of non-combative games were found to have more sports emotional intelligence than their counter parts.

6. LIMITATION

This study had some limitations, sample inadequacy; and the study is only narrowed to some individual and group sports and it specifies only to university and some national level player that makes popularization of findings difficult. Limited age range, inclusion of both male and female sports persons in this study can also be difficult to generalize the results.

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