



A FACTORIAL INVESTIGATION OF SPORTS EMOTIONAL INTELLIGENCE BETWEEN INDIVIDUAL AND TEAM SPORTS MALE AND FEMALE PLAYERS

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Abstract: This study has been undertaken with the aim to differentiate between individual and team sports male and female players on sports emotional intelligence. The sample of the study comprises 80 subjects classified as 40 individual sports players (20 male & 20 female) and 40 team sports players (20 male & 20 female). In the study, sports emotional intelligence scale, was used to access sports emotional intelligence. Data was analysed in the light of 2x2 factorial design so as to investigate the main as well as interaction effect; by using Mean, SD, and 2 way ANOVA followed by HSD (Intergroup multiple comparison test). Result of the study revealed significant F ratio for main effect A, B and interaction AXB. Thus, from the result it could be conclude that, male and female individual and team sports players found differ on sports emotional intelligence.

Keywords: Sports Emotional Intelligence, Individual, Team Sports

Introduction:

Play is a physical and mental activity due to surplus energy for killing boredom and seeking pleasure through recreation (Calhoun, 1987). According to Salovey and Mayer (1990) the proponents of emotional intelligence refers to the process involved in recognition, use, understanding and management of one's own and others emotional status to solve emotion-laden problems and regulate behaviour. Greaves (2005) Emotional intelligence is a highly important skill that countless individuals have embraced to their benefit. Therefore EI is a dynamic, yet practical concept. According to Goleman (1998) EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Goleman (1998) gave special recognition to the following five elements of emotional intelligence: Self-awareness, Self-regulation, Motivation, Empathy and Social skills. People differ in their abilities in each of these domains. Sports and sports performance are highly situation-specific skills that demand action oriented activities for excellence. Therefore such performances seem to be contingent on the great extent upon person's "sports emotional intelligence", in addition to his training and practice in these specific spheres of life. Hence concept of "sports emotional

intelligence has been serving the world of sports on a better scientific footings.

Hamid Ghare, Soflu (2011) made a comparison between emotional intelligence and mental skills and their relationship with the experience of individual and team sport. He evaluates mental skills of strategic performance and emotional intelligence. The results indicated that there is a significant difference among these micro scales: self talk ($t = 2.785$, $P < 0.05$), mental imaging ($t = 3.64$, $P < 0.05$) and negative thinking ($t = 4.25$, $P < 0.05$) among team and individual sport athletes. Also in emotional intelligence micro scales, there is significant difference in following micro scales: self management ($t = 2.99$, $P < 0.05$), self motivation ($t = 3.14$, $P < 0.05$) and social skills ($t = 3.16$, $P < 0.05$), but no significant difference was observed in self awareness and empathy micro scales ($P > 0.05$).

Self-awareness is the cornerstone of further development of emotional intelligence in sports. Self-awareness encompasses knowledge of your strengths, limitations and how your emotions and behavior create your sporting results. The Self-Management quadrant contains the vital aspect of Emotional Self Control. It is this competency which separates the star performers from those who technically can do the job but are inconsistent due to factors such as the moment carrying them away etc. Emotional Self Control in sport is

the ability to control emotional impulses which lead to poor performance, to create emotions which lead to good performance and to be disciplined enough to know when to do either. Empathy is about noticing the small signs that always precede a given performance, great or poor. In improving any performance, 75% of the improvement equation lies in self-awareness of the need to improve. What is most important, knows emotional intelligence is a skill and it can be developed. It is not inherent in us. as described by Daniel Goleman.

Aim: Present study aimed to differentiate between individual and team sports male and female players on sports emotional intelligence.

Objective: The objectives of the study was - To differentiate between male and female subjects on sports emotional intelligence.

To assess the difference between individual and team sports on sports emotional intelligence.

To study the interaction effect of two independent variables on sports emotional intelligence.

Hypothesis:

A significant variation would exist between male and female players however; female players will show significantly high on sport emotional intelligence.

Individual sports players would show significantly better sports emotional intelligence than team sports players.

There exists a significant interaction between gender and type of sports.

Material and Method:

Sample: Sample of the study comprises 80 subjects classified as 40 individual sports players and 40 team sports players (20 male 20 female each) selected using purposive random sampling technique from various sports institutions of Nagpur city. The age of the subjects was ranges from 18 to 25 yrs.

Tool: Sports Emotional Intelligence scale developed by R.D. Helode

Research Design: 2 x 2 factorial design was used.

Statistical Treatment: Initially, mean and standard deviation was computed. Later on data were treated by 2 Way ANOVA and finally, Honest Significant Differences Test

(HSD) was applied to search inter group mean difference.

Statistical Interpretation of Results: The study was designed to differentiate between individual and team male and female players on sports emotional intelligence. Considering the levels of each independent variables; with permutation and combinations four treatment groups are formed, labelled as A1B1 (Male individual sports), A1B2 (Male team sports) A2B1 (Female individual sports) and A2B2 (Female team sports), the data was analyzed as per 2X2 factorial design. In order to compare among four treatment groups; the data was treated by mean and standard deviation. The results are as under

Table-2. Showing Mean and SD values on Sports Emotional Intelligence.

Treatment Groups	N	Mean	SD
A1B1(Male Ind. Sports)	20	258.05	34.18
A1B2 (Male Team Sports)	20	119.20	28.28
A2B1 (Female Ind. Sports)	20	135.75	30.90
A2B2 (Female Team Sports)	20	127.55	27.83

The mean value obtained by four treatment groups reveals that subjects differ on sports emotional intelligence. Of the four treatment groups, group A1B1 (M=258.05, SD=34.18) and A2B1 (M=135.75, SD=30.90) scored high on sports emotional intelligence. Whereas, treatment group A1B2 (M=119.20, SD=28.28) and A2B2 (M=127.55, SD=27.83) scored low on sports emotional intelligence. Where high mean scores indicates better sports emotional intelligence. To search whether or not the treatment groups differ from each other, the data was further analysed statistically using Two Way ANOVA. The results obtained are given in the following summary table.

Table-3. Showing Summary of Two Way ANOVA on Sports Emotional Intelligence.

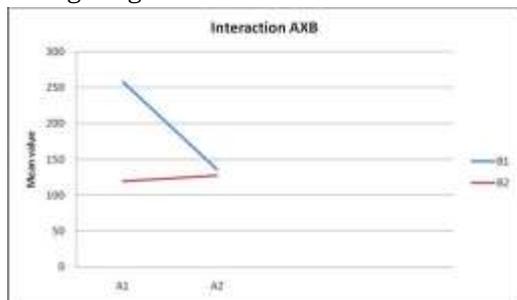
Source of Variation	SS	df	MS	F
A (sex)	51374.42	1	51374.42	69.25**
B(Types of sports)	108118.51	1	108118.51	145.74**
AXB	98895.71	1	98895.71	133.31**
Within	56378.85	76	741.82	
Total	314767.49			

(** Significant at .01 levels)

The main effect 'A' represent the comparison between male and female subjects averaged

over the two levels of B. The F-value for main effect A is 69.25, for which we have 1 df at numerator and 76 df at denominator is significant at .01 level. From the result it is conclude that; on sports emotional intelligence, male and female subjects differ significantly. Thus, the result supports the hypothesis. Main effect B corresponds to the types of sport (individual & team sports) averaged over two levels of A. The obtained F-value for main effect B is F=145.74 for which we have 1 df in numerator and 76 df in the denominator is significant at .01 level. Where subjects playing individual sports exhibited high mean score on sports emotional intelligence. Thus the result supports the hypothesis no. 2

Interaction AXB brought out significant F ratio (F=133.31) because obtained F ratio exceeds the required F value at .01 levels, which revealed that, both the independent variables functioning together in determining sports emotional intelligence. A significant nature of interaction shown in the figure given below.



Intergroup mean differences were searched using Tukey’s HSD. The results are presented in matrix form in the table given below.

Table-4. Showing intergroup mean comparison on sports emotional intelligence

Treatment Gr.	A1B1	A1B2	A2B1	A2B2
A1B1	X	22.79	20.07	2.71
A1B2		X	2.71	19.01
A2B1			X	1.34
A2B2				X

From the observation of above mentioned matrix table it appears that, comparison of A1B1 with A1B2 and A2B1, A1B2 with A2B2 is significant at .01 levels. However, rest of the intergroup comparisons revealed non-significant. Because to be significant at .05 levels the critical value for Studentized Range should be 3.86 and for .01 levels it should be 4.60.

Conclusions:

Female players found significantly high on sport emotional intelligence. Individual sports players exist significantly better on sports emotional intelligence than team sports players. Significant interaction observed between gender and type of sports.

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