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Influence of Emotional Intelligence on Sports Performance of Physical Education Students: A Comparative Study

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Abstract:

The study aims at assessing the influence of EIQ on the sports performance of physical education students studying B P Ed vs. M P Ed in the colleges of physical education affiliated to Acharya Nagarjuna University. The students undergoing training in Kabaddi and Volleyball were taken as sample. The two groups of 50 each were administered the questionnaire designed to test the EIQ. The EIQ16 measures 16 emotional competencies. Results also showed that there is a significant difference with respect to EIQ of Males vs. Females ($t = 0.0363$), B P Ed vs. M P Ed ($t = 0.374$) and High-performer vs. Low performer ($t = 1.689$). The study findings are emotional intelligence is an important psychological domain in the sports. Hence, the sports people may undergo training in managing emotions for better performance.

Key Words: Emotional Intelligence Quotient; Psychological parameters; Sports performance

Introduction

Sports are an artistic transformation of the inherent fighting nature of mankind. Today, sports are the key to competition or medals. It has a wide influence on the country's social, political and patriotic fields. Therefore, the pressure on sportsmen and athletes has greatly increased, and the psychological parameters have a great influence on the performance of athletes and athletics. Dr. Pani (1980) has substantiated the fact "losing threatens sports where as winning strengthens it" by finding that the decrease in the intelligibility of kinesthetic sensations was more pertinent after defeat than the post - victory stage (Gurbaksh S. Sandhu, 1992).

The branch of sports psychology involves the study of how psychological factors affect performance, how participation in sport and exercise affect psychological and physical factors. Sport psychology is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors.

There has been a great deal of interest in understanding the relationship of personality variables particularly the aspects of psychological domain to sports performance, and so much of research literature has accumulated that commonly identify a group of six broad psychological parameters that were said to be influencing effective performance in sports. These include motivation, self-confidence, arousal and activation, concentration and attention control, regulation of stress, and coping with adversity (Hardy et al., 1996). There are critics who are skeptic on the validity of inventories being employed to assess the Emotional Intelligence Quotient of the athletes as the inventories are not specifically meant for the sports domain.

Your feeling determines your play (Kauss, 1996). Given the beneficial effects of regulated emotions in sports, researchers tried to explore for procedures in which the emotions can be balanced (Lane et al., 2010). Research shows a significant positive correlation between emotional regulation and athletic performance (Mayer et al., 2000). Emotional intelligence can influence many

competencies like accurate understanding of self and personal power; service and organizational awareness; emotional self control; resilience; achievement drive; powerful influence; conflict management and teamwork. It has been determined that emotional intelligence is essential in both individual and team sports. Emotional Intelligence is an important factor in a player's functioning within a team. In a nut-shell, emotional intelligence is a critical factor that can decide if a player or team wins or loses. Emotional intelligence "makes or breaks a team".

The performance in sports needs impetus and support from various establishments in various ways. Then only the sports training can produce the desired results in the way the society and the governments expect. Some of the states like Haryana and Punjab are in the front line as far as achievement in sports and games is concerned. This indicates the commitment and support that the government extends to the sports establishments in their respective states. The sports authorities enjoy autonomy and independent governance structure. If the amenities are seen in such aforementioned states, they include the provision of well-trained and professional sports psychologists who train the players and see that the psychological parameters of the trainees are within the desirable scope. The same is not true in the case of some of the states. One such state is Andhra Pradesh. And one of the reasons why the investigator has chosen this topic is to see how the impact would be on the players' vis-à-vis psychological improvement given that they undergo training in the area of psychological parameters.

Objectives of the Study:

The present study aims at assessing the influence of Emotional Intelligence Quotient of the players of MPPEd and BPPEd physical education students on the performance they exhibit in sports and games they play.

Hypotheses

1. There is no significant difference between the Male and Female students of Physical Education with respect to their Emotional Intelligence.
2. There is no significant difference between the B.P.Ed and M.P.Ed., students of Physical Education with respect to their Emotional Intelligence
3. There is no significant difference between the High Performer students and Low Performer of physical education with respect to their Emotional Intelligence.

Methodology

The study was conducted on 100 sample of physical education students pursuing the courses M.P.Ed and BPPEd in affiliated colleges Acharya Nagarjuna University, Andhra Pradesh. The sample size is 50 from each group. Each group consists of 25 male and 25 female students. They were administered EIQ16 test which was developed based on The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The EIQ16 is a behavioral style instrument whereas the Mayer-Salovey-Caruso Emotional Intelligence Test is an ability-based test. (Mayer, Salovey, & Caruso, 2003).

EIQ16 App version of the questionnaire is a short instrument measuring the 4 key branches of emotional intelligence in 16 scales. It also provides an indication of impression management. The design of the EIQ16 owes more to the ability and competency models of EI than trait models of EI. The EIQ takes the approach of a behavioral style assessment test, and asks test takers how far they agree with a series of statements about their emotional skills and competencies. The EIQ16 concept model has sixteen emotional competencies covering the four branches of emotional intelligence identified by Mayer and Salovey (four clusters of four emotional competencies).

Result & Discussion

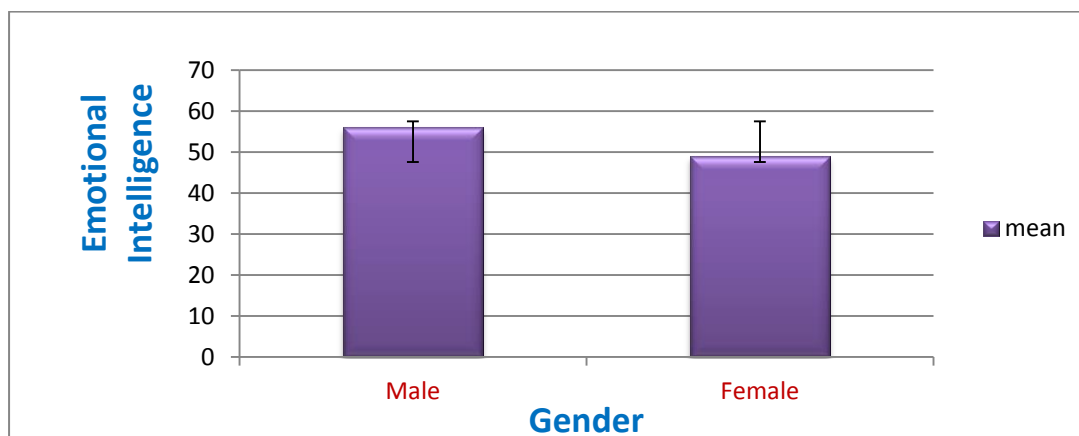


Fig.1: Graph showing the comparison of Emotional Intelligence between Male and Female students

| Group Statistics | | | | | | | | | |
|------------------|--------|----|---------|----------------|-----------------|--|--|--|--|
| MALE/FEMALE | | N | Mean | Std. Deviation | Std. Error Mean | | | | |
| F I C | MALE | 50 | 56.0000 | 17.14286 | 2.42437 | | | | |
| | FEMALE | 50 | 50.4000 | 14.42221 | 2.03961 | | | | |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| EQ | Equal variances assumed | 1.885 | .173 | 1.768 | 98 | .080 | 5.60000 | 3.16821 | -.68721 | 11.88721 |
| | Equal variances not assumed | | | 1.768 | 95.212 | .080 | 5.60000 | 3.16821 | -.68951 | 11.88951 |

The mean values of the EQ for male and female differ as shown in the above table. The values of the EQ also deviate from the mean differently in data sets of both male and female students. The calculated 'p' value is insignificant and the null hypothesis is retained. In other words, male students have more or less the same Emotional Intelligence as female students. The results are in consistency with the study of Kamble A.P and J.S. Ramchandra (2018). Book and Stein (2011) studied more than 4,000 people in North America and found that there was no overall difference in EQ between men and women. The study is inconsistent with the findings of the study by Esmond-Kiger, Tucker, & Yost (2006) which says overall emotional intelligence means were higher for females than for males.

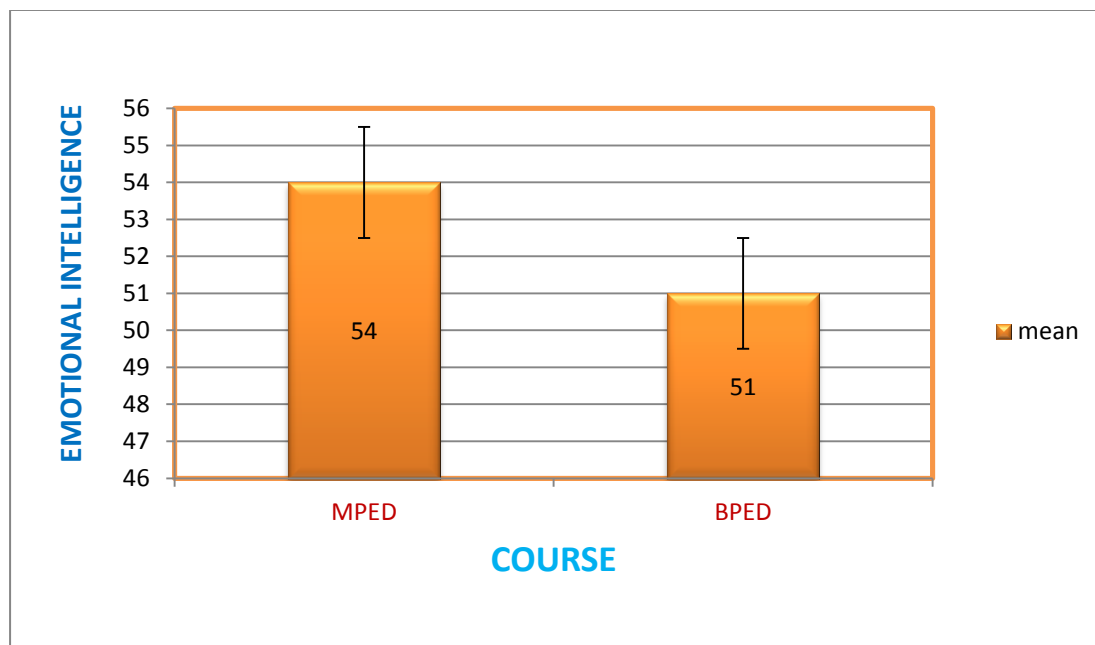


Fig.1: Graph showing the comparison of Emotional Intelligence between Graduate and Post-graduate students of physical education

| Group Statistics | | | | | |
|------------------|--------------|----|-------------|-------------------|--------------------|
| | MPEDBP ED | N | Mean | Std. Deviation | Std. Error Mean |
| EI Q | MPED | 50 | 54.200 0 | 15.41799 | 2.18043 |
| | BPED | 50 | 51.200 0 | 14.09009 | 1.99264 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| EIQ | Equal variances assumed | .081 | .777 | 1.354 | 98 | .179 | 4.00000 | 2.95379 | -1.86171 | 9.86171 |
| | Equal variances not assumed | | | 1.354 | 97.216 | .179 | 4.00000 | 2.95379 | -1.86230 | 9.86230 |

The mean values of the EIQ for M P Ed and BPED students show a seemingly significant difference as shown in the above table. The values of the EIQ also deviate from the mean differently in data sets of both M P Ed and BPED students. The calculated 'p' value is insignificant and the null hypothesis is accepted. In other words, post-graduate students (M P Ed.,) of physical education are on

par with their UG counterparts with respect to Emotional Intelligence. One study shows that EI is not a privilege of expert athletes and does not depend mainly on the level of training (Chavez, Dosseville, Guille, & Laborde, 2014). The results of the current study with this particular study. However, some studies show that Emotional Intelligence is theorized to increase as a person ages. People with more maturity and more experience in a job can perceive and understand their own and others' emotions much more effectively, which can give them the ability to behave in a manner deemed appropriate for a specific career and more success (Chaturvedi & Roy, 2011).

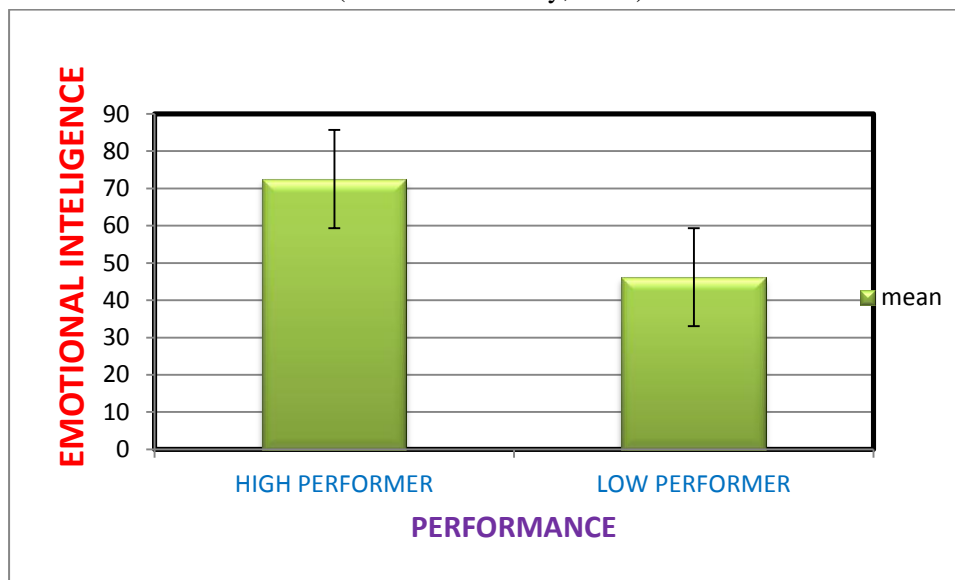


Fig.1: Graph showing the comparison of Emotional Intelligence between High Performer and Low-performer students of physical education

| Group Statistics | | | | | |
|------------------|-------------------------|----|---------|-------------------|--------------------|
| | HIGH/LOWPERFORM ANCE | N | Mean | Std. Deviation | Std. Error Mean |
| EQ | HIGH PERFORMANCE/ | 50 | 71.6000 | 16.80136 | 2.37607 |
| | LOW PERFORMANCE | 50 | 47.6000 | 9.63836 | 1.36307 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-------------------------------------|--|------|------------------------------|--------|----------------------------|------------------------|---------------------------------|---|----------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2- tailed) | Mean Differenc e | Std. Error Differenc e | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| EQ | Equal varianc es assume d | 19.524 | .000 | 4.381 | 98 | .001 | 12.00000 | 2.73928 | 6.56398 | 17.43602 |
| | Equal varianc es not assume d | | | 4.381 | 78.099 | .001 | 12.00000 | 2.73928 | 6.54662 | 17.45338 |

The mean values of the EIQ for High and Low performer students show significant difference as shown in the above table. The values of the EIQ also deviate from the mean differently in data sets of both High and Low performer students. The calculated value 'p' is highly significant and hence the null hypothesis is rejected. In other words, High-performer students have significantly better Emotional Intelligence than their Low-performer counterparts.

Palmer and Stough (2001) suggested that the 'emotional management' factor assesses the extent to which an individual is able to foster and maintain beneficial positive moods and emotions so as to effectively manage stress within oneself and others. By effectively managing one's own emotions an individual is better able to remain task focused and avoid external and internal distractions. This raises the performance of the player. According to Talent Smart Inc. (2017), a leading emotional intelligence testing services and professional development company, 90% of top performers have high emotional quotients. Understanding the true value and effectiveness of emotional intelligence may help increase performance level outcomes in collegiate student athletes across varying levels. The study carried out by the investigators agrees with the findings of the earlier studies.

Scope for further research: The female physical education students scored high in some of the scales of EIQ 16 though they could not do relatively well in the total EIQ when compared to their male counterparts. The aspirant researcher may specifically concentrate on this particular aspect to see if this is really true in all settings.

Summary:

Emotional intelligence associates with variations in emotional states experienced before optimal performance. Effective self-regulation and management of emotions should be pursued which could be achieved through the application of the various components of emotional intelligence. Teams which are able to effectively manage their emotions (indicated through higher levels of emotional intelligence) would be more disciplined, commit less transgressions due to the lack of emotional control and therefore ultimately perform better. The current study proved the high-performers, post-graduates with more age than their under-graduate counterparts and males over females show better EIQ scores.

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